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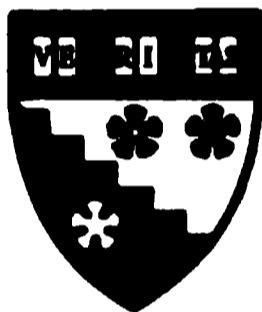
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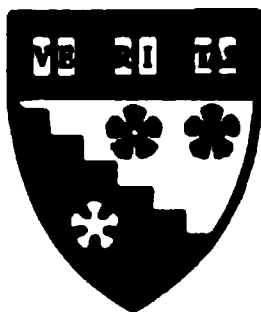


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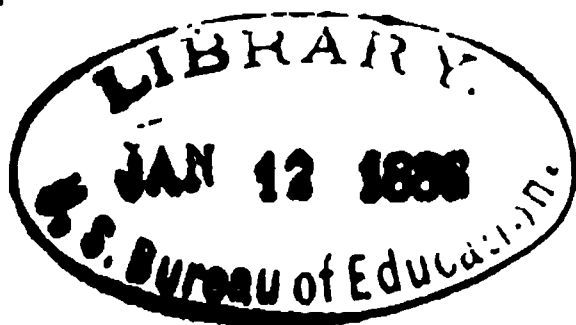
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# INDIANA SCHOOL JOURNAL.

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## SOME THOUGHTS ABOUT READING.

E. E. SMITH.

✓ **D**ID you ever see a skeleton? Was it a thing of beauty? Did it seem of much use in itself? Did it not seem repugnant, ghastly, imperfect, except as associated with the idea of being clothed with flesh?

Would you have a fine opinion of the person who should take a good building, erected by a grand architect, and go to filling up its elegant rooms with skeletons upon the idea that they were entire beings, clothed and capable of doing work?

This is what the "machine way" of reading does. It is purely a mechanical operation, worked by rule, with risings and fallings of tones like the tic-tac of the pendulum, and a scrupulously careful dropping of accent upon the proper syllables.

But the words, though oftentimes impressed upon the memory, are lifeless, fleshless, ghastly in their very barrenness and nakedness. They are the veriest rubbish because not vehicles of ideas and thoughts; and yet, crowded into and filling up the chambers of the brain, with hollow eye-sockets, skinny fingers and grinning teeth, they sit around in the great halls and magnificent rooms of the human mind and wonder at their occupancy of such quarters.

Words without ideas are worse than rubbish. The mind had better be empty, airy and swept, than to be turned into an old-

time attic, full of odds and ends, cranks and crotchets, where nothing can be found when wanted, and not of much use after found.

Oftentimes our school-pupils, the possessors of some such wonderful menageries, under the inspiration (!) of their teacher, trot out their animals before a wondering public which has purchased season tickets from the circus manager at \$40 to \$100 per month. *O tempora! O mores!*

Pupils must be taught to read "between the lines." Every word uttered should be full of life, and each reading lesson a moving panorama. This is the "thought way" of reading. The lessons are based upon facts or thoughts. These should present themselves to the pupil's mind as he reads, and thus he will be *natural* in his tones.

Our reading is either too listless—the mind on one thing while the tongue utters a different thing, or else it is too labored, too intense, too self-conscious. It is too artificial to be either as useful or as pleasant as it should be. It is like building a monument of good design out of skulls; the *form* is there, but few care to see it or think about it. Too much hollowness and emptiness; like the instruction given by many of the so-called elocutionists who go howling over the country.

Not that mechanical training is unnecessary. It has a proper place in teaching reading, but it is only the scaffolding which is to disappear after the building is put up and in proper shape.

#### THE MECHANICAL TRAINING

may include—

1. *Training of the Body*, embracing position, gesture, lung-development, book-holding, etc.
2. *Vocal-Culture*, or the development of clearness and distinctness of tones. By this is meant, not the development of speech, but of voice. This may be accomplished by running the scale in music, by practice of the various vowel and consonant sounds, and by drill in inflections.
3. *Speech-Culture*, or practice upon proper pronunciation, emphasis, rhetorical pauses, etc.

The idea should be clear in the pupil's mind that these are inci-

dentials, and to that end they should occupy but a limited space of time. Too much attention to them tends to divert the mind from the thought to be expressed to the manner of expressing it, and thus the mechanism has the effect of destroying individuality.

#### THE THOUGHT TRAINING

may include—

i. *Word-Knowledge*, or acquaintance with the literal and figurative meanings of words. There is an astonishing amount of ignorance among pupils with regard to the meaning of words which they seem to use understandingly. Not always is this as bad as a certain young lady's definition of the earth's axis, "The imagery line upon which it performs its daily devotions," or a youngster's definition of an angle, "Two niaes, nigger and a point" (two lines meeting in a point), obtained by concert recitation; but still there is great vagueness of idea with regard to many words readily pronounced. A carelessness of the teacher about this matter has the same effect upon the pupils' minds as too much reading of the daily newspapers, *i. e.*, it produces loose, ambiguous and disjointed thinking. This may be obviated in part by—

2. *Imagination-Culture*, or the habit of re-grouping words, objects, and facts. If the same word may be used in various constructions, retaining its meaning; the same objects used in constructing an essentially different incident; or the same facts developed by new processes or from a different standpoint, the probabilities are that the pupil has the ideas clearly. A little skillful handling here may wake up both the pupil and the class, if not the teacher also.

3. *Language-Culture*, or a more concise, accurate and appropriate way of expressing thought, may come under this head also. If a pupil reads a fine selection understandingly, he can express his conception of it in his own words, and yet these words, or phrases, though really his own, are oftentimes gathered incidentally and half unconsciously from the author. Thus facility and beauty of expression are by degrees developed.

4. *Fact-Gaining*, or the illustration of the text by incident, experiment, objects of interest, quotation, reference to associated

and previously acquired knowledge, etc., may go far towards securing reflection and individual thought and suggestion with reference to the text. Statements are thus not taken without being weighed, associated, and compared with actual knowledge.

Of course this may lead to discursive visits into the fields of biography, history, geography, science, author-study, *i. e.*, the study of both the author and his mind-product, and literature generally. There can be nothing better, unless a hobby-pony come around and induce the teacher to trot out of proper limits both of time and general purpose. Keep up the interest but keep down vanity.

PURDUE UNIVERSITY.

## PERSONAL RECOLLECTIONS OF WILLIAM DOWNS HENKLE.

BY W. H. VENABLE.

*Portia.* Is it your friend \* \* \* \* ?

*Bassanio.* The dearest friend to me, the kindest man,  
The best conditioned and unwearied spirit  
In doing courtesies.

A FEW days ago I received a postal card from Mrs. Henkle, of Salem, Ohio, containing the unexpected and painful tidings that her dear husband passed to the better land at about midnight, on November 21, 1881.

I do not intend to write any sketch of Mr. Henkle's life, in this communication, but only to put down a few memorial words, prompted by a strong impulse of the heart. Mr. Henkle was well known in Indiana; his early teaching was done in that state; he was one of the first editors of the Indiana School Journal; he had charge of a private high school in Indianapolis. Particularly was he known, honored and loved in Richmond, where, to-day, I know not a few old and devoted friends sincerely mourn his departure and tenderly sympathize with his gentle wife and daughter in their overwhelming and sudden affliction. That true scholar and great-hearted christian gentleman, Samuel

K. Hoshour, was one of Mr. Henkle's warm personal friends. Hon. J. P. Siddall, one of the rarest souls that ever dwelt in flesh, loved Henkle as a brother, and the symposiums held at his house in Richmond, at which Hoshour, Henkle, Hancock, A. P. Russell, and a few others occasionally assembled, will be ever memorable; for it was on such occasions that Henkle shone with peculiar lustre.

Mr. Henkle left Indiana in August, 1859, and came to Lebanon, Ohio. It was in Lebanon that I became acquainted with him; indeed I was for a time a member of his household. He was a man of books. His library was, and is, one of the largest and most curious private collections in the country. It is particularly rich in works on mathematics, philosophy, and lexicography; but it contains besides a choice selection of miscellaneous works. Henkle feasted on books. To him his library was the world and all. Never saw I another so diligent reader as he. Any book was delightful to him. The idea of dry reading he could not realize. He used to read everything, and in several languages, especially English, German, and French. He was a good German scholar. On his back would this omniverous reader lie, stretched out upon a lounge, with his book held above his face, with a paper knife in hand to cut the leaves, and there would he luxuriate in the Quarterly Reviews, all of which he took and read regularly. He bought, I remember, the *eighth edition* of the Encyclopedia Britannica; (I see now the expression of delight with which he received these great, red-morocco-bound volumes into his house); and this vast work he actually read, *in regular course*, omitting only the *minor articles*. And his reading was exceedingly minute and critical, extending to the subtlest thought of the author, and taking note of the mechanical items of the text to the hyphens, and the faulty type. He always made exact proof-reader's corrections in the margin of his page. It was wonderful.

Mr. Henkle was designed by nature to be simply a scholar, according to Fichte's definition, a scholar who made scholarship a profession for its own sake and without ulterior purposes. To know was the end, with him. He tolerated all ideas with the most perfect mental hospitality. Conservative himself, and

holding convictions firmly settled, he yet encouraged controversy on every subject. He often reminded me of what Emerson wrote of Montaigne, who was a skeptic in the primary meaning of the word, that is, one who always considers both sides.

In religion, Mr. Henkle was a consistent Protestant Methodist. But he fraternized with all church members, of whatever denomination; and *with all other men besides!*

In practical matters of morals and conduct he was strict. I remember with what scrupulous punctuality he paid every little debt; he kept a supply of clean new fractional currency to pay all scores to the cent and to the second. This was admirable, and I think it was religious.

While at Lebanon, teaching in the South-Western Normal School, Mr. Henkle had some special students who were attracted particularly to him. One of these was his nephew, E. O. Vaile, now editor of the "Schoolmaster," at Chicago, one of the ablest editors in the West, or of the Nation, for that matter. Another was T. C. Mendenhall, now the famous teacher and writer on Physics, and the Professor of Physics in the Agricultural and Mechanical College of Ohio, at Columbus. Vaile learned Latin of Henkle, and Mendenhall is indebted to him, as he is proud to own, for his mathematical knowledge.

Mr. Henkle's educational labors for the State of Ohio, and for the whole country, were varied and useful. He was the author of as excellent a series of Algebras as ever were published; indeed the books are too good to be popular. Henkle's University Algebra is an ideal text-book. After leaving the Normal School, Mr. Henkle was for some years principal of the High School at Lebanon. Removing to Salem, Ohio, he became superintendent of the public schools there. He held the office of State School Commissioner for one term. When Mr. White sold out and removed to Indiana to take charge of the Purdue University, Henkle purchased the Ohio Educational Monthly, which he owned and edited until his death. He also conducted a unique periodical called "Educational Notes and Queries," a critical publication well known to the best teachers and scholars of the land, east and west.

But I did not intend, at the outset, to write a biographical sketch. That important work must be done, and doubtless will be done, by some one who is in possession of exact data, from which to prepare a connected article.

As I pen these hasty lines, I can see in fancy the sad faces of the great multitude of Mr. Henkle's friends. Everybody who knew him felt kindly towards him. He was a genial companion. Shall we forget his ready jests? his peculiar laugh? his odd, absent-minded ways, that made us smile, but love him more? Shall we forget his perennial kindness? Shall we forget his delightful table-talk, in the midst of which he forgot to serve his guests, and they forgot they were not served, in the engrossment of the sparkling conversation?

Ah! it is impossible to think of Mr. Henkle cold in death.

He believed fully in the existence of the soul. He was well acquainted with the writings of the Materialists, but he thought them not conclusive. The very last word I had from his pen was in reference to an article I had sent him on Bain's work on "Education as a Science." Henkle said with characteristic brevity and prudence (on a postal card): "We may safely accept many of the facts of the Materialist without accepting the conclusions of their philosophy as final."

CINCINNATI, OHIO, Nov. 27, 1881.

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## EXAMINATION OF TEACHERS.

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GEO. P. BROWN.  

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**T**HE state provides that all persons employed to teach in the common schools shall first obtain a certificate from the county superintendent, that they possess the requisite qualifications. The purpose of this enactment is evident.

In order that these qualifications shall be possessed by all teachers, and that no one who is unworthy should be permitted to assume the responsible duties of teacher, a minimum standard of scholarship and professional knowledge is fixed by law.

Section 34 of the School Law provides that the "school examiner [superintendent] shall examine all applicants for license to teach, \* \* \* and if, from the ratio of correct answers and *other evidence disclosed by the examination*, the applicant is found to possess a knowledge which is sufficient, *in the estimation of the examiner*, to enable such applicant successfully to teach in the common schools of the state orthography, reading, writing, arithmetic, geography, English grammar, physiology, and the history of the United States, and to govern such school, said examiner shall license said applicant," etc.

Section 147 provides further, that in addition to the above branches of learning, *good behavior* shall be taught in all the common schools of the state.

In fixing the qualifications of the teacher the law can do no more than declare what shall be the subjects which said teacher shall be qualified to teach. The *degree* of the qualification which the teacher must have is left to the discretion of the superintendent. If "in his estimation" it is sufficient, then it is sufficient in law.

It is the purpose of this paper to consider the nature of the qualification which the law requires. The law does not state that a *knowledge of the different branches of learning* entitles the applicant to a license. He may have a thorough and exhaustive knowledge of each one of them, and yet not possess that knowledge which the law requires. Scholarship only does not meet the demands of the law. Knowledge of the subjects named is involved in the knowledge which the law demands, but it is not that knowledge. The applicant must have "a knowledge sufficient to enable him successfully to teach" these subjects. This is a very different thing from scholastic knowledge. This kind of knowledge is termed *professional* in order to distinguish it from that which is merely scholastic, and which is possessed by all intelligent persons in every vocation. Unless the applicant possesses sufficient *professional knowledge* to satisfy the examiner that he can *teach successfully* what the law contemplates, then he is not entitled to a license, though upon examination as to his scholarship, he should receive a hundred per cent.

This is so evident that it may seem a work of supererogation to even state it, much more so to repeat it as often as has been done already in this paper. But there is abundant evidence to show that there is need of a stronger conviction of its truth on the part of both the examiner and the examined.

One evidence is the impatience or indifference which teachers manifest in regard to the study of the principles of teaching. In normal schools, and teachers' institutes alike, there is a strong undertone of feeling that if expressed would vote all study and discussion of teaching "a bore." So long as the attention of these teachers is directed to the study of the different branches of learning there is a lively interest, and every mind is on the alert for knowledge; but let the theme change to methods of teaching these subjects, or, more especially, to a search for the principles and laws that determine these methods, and immediately the interest flags. A few continue active, but the great number are passive, if not wholly indifferent. One reason for this is that it is a new and unfamiliar field of thought. The running of any new line of thought requires conscious effort, against which the mind naturally revolts. It prefers to run in the old track. Another cause, which is especially active, is that this sort of knowledge does not have much bearing upon the immediate purpose which the teacher has then in view, viz., the obtaining of the highest possible grade of license.

Another evidence is the character of the questions which continue to be prepared from month to month and year to year to test the applicant's qualifications *to teach*. These are, for the most part, questions that test his knowledge of the subjects he is to teach.

In the infancy of a school system, ere yet it has taken shape, and before time and opportunities have been given that make it practicable for persons to prepare themselves for *teaching*, the test of fitness must be scholarship. Scholarship is the condition for all professional attainment. It is the first requisition in every stage of progress in every school system. In the first stage it is the only requisite; the teacher being expected to learn how to teach by practicing upon his pupils. But when the requirements of a teacher in the first stage of growth of a system of schools

continue to be the only requirements for the fourth or fifth stage, there is but little reason to expect a fourth or fifth stage. The system will be pretty certain to be an example of arrested development.

Still another evidence is the practice of examiners in virtually ignoring such questions of the lists as are intended to test the teacher's professional study and knowledge, and by granting the certificate upon the answers to the strictly scholastic questions. So long as county superintendents expunge from the lists questions on methods of teaching the different subjects, and those which ask for the reasons of methods, substituting scholastic questions for them, and then leave the questions on theory of teaching till last, which in many cases means to leave them out entirely for want of time—just so long will the mass of the teachers regard with comparative indifference all professional study and preparation. A majority of teachers, as yet, need to learn that their vocation demands of them a special and peculiar kind of knowledge, different from that possessed by the intelligent farmer, lawyer and merchant. These all possess scholarship equal, and perhaps superior to the teacher. They all know *how to compute* interest equally well. The peculiar knowledge of the teacher, if he be a teacher in fact, is that he knows *how to teach* the computation of interest. To know this implies the possession of a wide range of knowledge which the farmer, the lawyer and the merchant do not possess.

It may be asked, "What can be known of a teacher's professional qualifications from his answers to a few questions on the theory of teaching? The school room is the place to test his qualifications to teach and govern a school. He may be unable to describe or give reasons for his procedure, and yet that procedure be good. He does the right thing without knowing why it is right."

I confess to some skepticism, when it is asserted that a good practice has a bad theory or no theory as its foundation. Methods that have no theory for their basis are purely mechanical. They imply no more intelligence in the actor than does the work of a steam-engine or an automaton. Every act not wholly

mechanical supposes a theory of which it is an expression. There is no such thing as a good practice by an intelligent being that does not rest upon a good theory. And the theory is good in the same degree that the practice is good. Some people are ever crying down theory and crying up practice. "In every art and business theory is the soul and practice is the body." "Persons often eulogize *practice* when they mean *routine*; boasting themselves as practical teachers, intending thereby that they only do what always has been done, and do not mean to do any better to-morrow than they did yesterday. Practice and theory must go together. Theory without practice to test it, to verify it, to correct it, is idle speculation; but practice without theory to animate it is mere mechanism."

Now it is probable that many a good teacher may find it difficult to formulate his theory in words, if he has never thought it disconnected from the concrete application of it in his practice. But there can be no reasonable doubt of his being able to make such an exposition of it as will show the examiner that he has it, and what it is. Besides, it is time that our good teachers who have been practicing by a theory which they have unconsciously held, and by which they have been unconsciously directed, should begin to make a conscious study of the ground upon which their practice is based.

STATE NORMAL SCHOOL.

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WE all of us complain of the shortness of time, and yet have much more than we know what to do with. Our lives are spent either in doing nothing at all, or in doing nothing to the purpose, or in doing nothing that we ought to do. We are always complaining our days are few, and acting as though there would be no end to them.

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THE talent of success is nothing more than doing what you can do well, and doing well whatever you do without a thought of fame. If it comes at all, it will come because it is deserved, not because it is desired.—*Longfellow.*

## HOW TO KEEP THE LITTLE ONES BUSY.

**E**DITOR JOURNAL:—I wish it would be proper, at some early date, to enter some remarks in the School Journal about what to do with the little folks in the district schools. How can they be kept busy or out of mischief at least for six hours a day, when there are all the five grades allowed by law, and one teacher to care for all of the various necessities of between forty and fifty scholars? There is no place for them to take extra recesses except in fine weather, and they can not go home early for various reasons—lack of company for so long a distance, etc.

CARTHAGE, IND.

TEACHER.

By invitation, I reply to the above, and do so most cheerfully, having myself had experience in the situation described.

In these notes I shall state simply some of the practice in the public schools of Indianapolis in regard to “busy work” as we call it. And while, perhaps, in some instances there might be difficulties in the way of obtaining proper materials, and lack of suitable seating, yet I feel sure that were I in the district school again I should *adapt* if not *adopt* every method described. In our work here they are invaluable.

When the child enters school, at the age of six, nature’s first law of development, *activity*, is in full play. To develop him in the natural way we must, therefore, give him something that he can *do* that will develop him in the natural exercise of his powers. He has perception, memory, and power of imitation along with this boundless activity. Give him a task that will be within the limit of his powers, and therefore interesting to him, so that he will be kept under the fascination of it until it is completed. Assign an amount sufficient to fill the time at his seat. Give enough changes and variety to suit the play of his childish fancy. Begin with the simplest that will interest him, and increase the difficulties according to the progress made. In accordance with these theories, and to suit the needs of the occasion, we use the materials and plans I shall describe.

We first give each child, upon the desk before him, a box of

common shoe pegs. Place upon the black-board a copy to be imitated by placing the pegs upon the desk before him thus :

I I I I I I  
I I I I I I

Repeat this copy any number of times in the line. Call attention to the copy, have it named, and direct the children to make it as many times as they can upon the desk. They can do this readily with, perhaps, a little assistance from the teacher at the beginning. The teacher can by observation judge of the length of time that can be pleasantly devoted to it. She may then quickly and quietly pass, to look at the work. She will commend, correct and instruct in proper formation, quantity or quality of work. She must encourage the timid to try. The idle must feel that it is *required* of them, it is a task that must be completed. The careless must feel that the pegs are articles of too much value to be strewn upon the floor aimlessly. The diligent should have the reward of commendation and special mention before the class. Thus: "Johnnie has the most work upon his desk; Jamie's is the neatest."

When children have gone on from the simple beginning, to be able to make perfect and recognizable copies of the pattern upon the black-board there becomes a fascination about it that would charm an older person—something like that which belongs to fancy work, or any kind of fine art. They will sit for a quarter or half of a session, as long as material and space will allow, placing with delicate and careful touch, peg after peg, making what they hope to hear called "a beautiful deskfull," and will feel rewarded if, in reply to the eager question, "Is mine nice?" you simply and pleasantly answer, "Yes."

Childhood never appears more lovely than when thus lost in quiet and intense application. But the practical value of this work, in teaching the alphabet, is perhaps greater than any aesthetics, or economic value, or as a means of securing order and quiet. It will doubtless prove a surprise to the teacher who has not previously had the experience. Beginning with the simplest forms of the alphabet, all the letters can be given, reserving the more difficult for the last. Repeat one letter at a time between the lines upon the board any number of times.

Have the name given. Direct that it shall be made upon the board as many times as possible. By following this plan the letters can be thoroughly taught by the time we are ready to begin spelling. My No. 3 class will take Monroe's Reader after Christmas, having completed Monroe's Chart Primer. They have already gone through the small letters and all but three or four capitals. They will take with the Readers spelling papers, with select words. They will, with the practice they have had, pronounce at sight and and spell readily the spelling words from the first. This class has been in school since September, four months, and receives the minimum portion of time on the programme two recitations, half-day attendance, ten minute recitations. This will be the fifth class with which the same result has come, no extra time being given in teaching the alphabet.

The distinction between b and d, p and q, can be made by questioning them as to whether the "bow" is at the top or bottom, right or left, as each is given, being sure they know right and left.

The pegs can be further utilized in making number tables from copy on board. First copy alone; then as they advance further adding to the table the "answers" or sum. Place on the board—

I and II are  
 XXX and XX are  
 IIIII and II are  
 XXXXXXX and XX are  
 II and II are  
 XXXX and XX are  
 IIIIII and II are  
 XXXXXXXX and XX are .

Or, with answers *first* from copy, and afterwards added to the copy above by counting—

XX and XXX are XXXXX  
 IIII and III are IIIIII  
 XXXXX and XXX are XXXXXXXX  
 I and III are IIII  
 XXX and XXX are XXXXXX  
 IIIII and III are IIIIIII  
 XXXXXXXX and XXX are XXXXXXXXXX

The result is a beautiful table and a long rest to yourself; during which time the child has been counting, and placing his lines and crosses, lost in childish abstraction and waiting your commendation, only to feel, with a sigh of pleasure, that he has had a happy time.

Any number of tables can be made in this way. By arranging them in regular order, you can have the answer placed at the right, and at a glance you can detect and point out an error. The order must be changed at times, though.

We have also numbers printed upon cards, thus—

1	2	3	4	5	6	7	8	9	10
	+	—	×	÷	.	,	;	?	

to be cut into squares thus:  $\boxed{1}$  and used in making tables. These may be deferred until the child has entered upon his last quarter and has learned the figures from his copy-book or reader. The same tables can be copied from the board with directions to place the figures that stand for the numbers, plus for and ( $\overset{+}{\text{and}}$ ), and equals for are ( $\overset{=}{\text{are}}$ ), thus:  $2+2=$ . Then, later, the answers can be placed at the right, thus:  $2+2=4$ . Proceed one step at a time, that each may be *well* done. That you may always have something in reserve, never give all the pleasure at once. Children like to feel that they are advancing, “gaining ground.” We have also the letter cards, [a], that we use earlier. Indeed, as soon as they seem to be able to distinguish the forms and place them in forming words. Thus:  $\begin{smallmatrix} \text{man} \\ \text{man} \\ \text{man} \end{smallmatrix}$  is placed upon the board and the children required to find, in their box of letters, those that form this word, and form it so many times. Some children can do this as soon as they enter school. Others will only spill the cards, scatter and waste them without any result. Such children had best use the pegs only, as they are less expensive and the work more simple. As children improve and gain knowledge, we give them the little Chart Primer to make the lesson from. In this way much drudgery is avoided and the form of the letter is fixed by a pleasant exercise.

These pegs can be used also in forming, for change of exercise, pretty designs from a copy on the board, thus:

More elaborate designs may be added.

The children may be told to make, in addition to copy, some pretty original designs. They will often develop a talent for this work.

The books are furnished by the board,

as are all these materials. But any teacher who has

taught in this city

eight years remembers when we ordered,

at our own expense, boxes, so

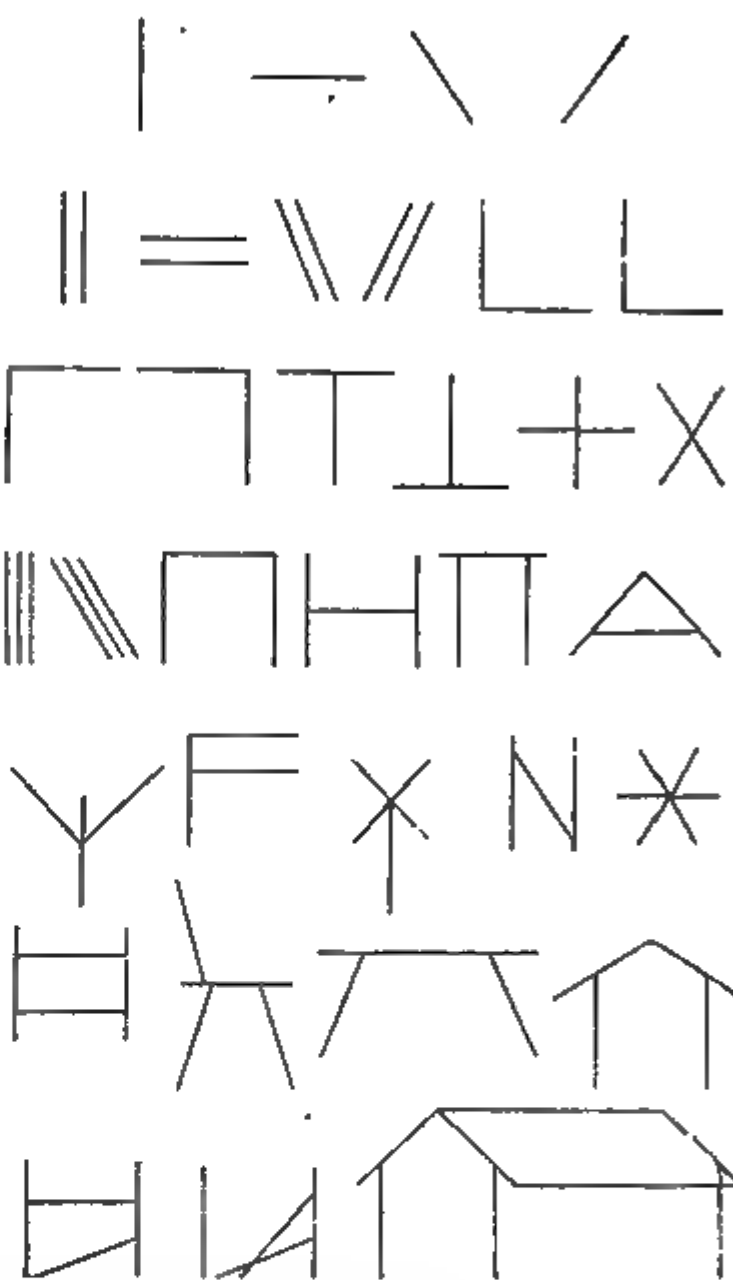
much per dozen at the box factory, and

bought pegs from the leather dealer,

so much per quart, china card board at

so much per sheet, from the bookstore,

and had it cut into strips with which to make diamonds, squares and triangles for number tables and inventions. And though our purses were lightened by the transaction, yet we felt our *labors so much lightened* by the relief given in having the children quietly and happily employed.



We formerly placed these same paper forms in boxes for the

children to use in making number tables from copies on the board; also, pretty imitations (see second cut preceding page.) teachers placing copies upon board and encouraging imitations. The designs upon the board in colored crayon form a very attractive ornament to the school room

It is a standing rule with us that all work put upon the board should be correct, and also as neat and attractive as possible, that the forms upon which the eye of the child rests every day may be forming within him correct ideals, and a high standard.

We use "cigar lighters" or splits in teaching numbers; also, for use in teaching or forming imitations. Give them the splits and ask them to make as many figures with two splits as possible. Result: L 7 V A T X etc. With three: A F H N etc., increasing the number each day, or at each exercise. As a result you will have, if you copy all the new figures quickly upon the board, a number of simple and beautiful designs. The child will look with silent pride and admiration upon each design of his own. These works of his hand displayed upon the black-board, help to make for him the home that the school room should be for every little child.

This work is all healthful, requiring no constrained, fixed position of the body or any organ of sense.

Our preparation for afternoon or morning is: Books passed to classes 1 and 2; box of cards upon each desk; books open at the lesson, and set up so that it can be used in copying the lesson words. No. 3 class with pegs to copy letters from black-board. When this is done the heart of the teacher is as quiet and rested to enter upon the lessons of the session as that of a mother when the children are happily employed with picture-books and playthings around the table and a quiet evening is before her. In the morning school the spelling words, six in number, are to be copied carefully with slate and pencil from the black-board. The slate and pencil put in order when that is done, and the card work, making the lesson from the book, is begun.

The number "three" class will need a change; having acquired some skill in making the letters, they get done and require

something else. Having pegs put into boxes about the end of a quarter of a session, and designs made with pegs will keep the little fingers employed until recess. At recess boxes are gathered and placed on front desk by monitors; number cards given 1's and 2's and letter cards given 3's, and the boxes of pegs put away. These materials will employ them the remainder of the session.

This we call "busy work." I find these occupations preferable to much slate-work, though that must increase in quantity, and improve in quality as the pupils advance. There are strong physiological objections to an excess of slate-work. Besides the pupil in doing so much writing is obliged to do it poorly, and in doing it again and again he becomes used to poor work, and finally satisfied with it, or indifferent in regard to it. Thus his standard is ruined. Now this work has, in my mind, an importance as a means of good government, discipline and development to the pupil, himself, that it could not have if I had not myself thoroughly tried it.

These little occupations are its playthings, its little tasks. The beginning, continuation and completion of these tasks form a field of effort and emulation that even the infant soul of man delights to enter. He receives a lesson in application, as he thus sits sifting the tiny cards through the fingers in search of one particular letter that he must keep in mind to recognize. And when that is found, the next, and next, and so on, "never ending."

Thus enters that sphere of silence, "the soil in which thought grows," as he sits with little mates "so near and yet so far," each withdrawing himself within himself. He thus ceases from all "prating and chatting, which is fatal to thought," as he quietly pursues his own task or compares it silently with that of his neighbor. This work is really as much a means of development to them as any task, begun, continued, and the end won, is to each and all of us, and I have watched the children with a feeling of pathetic interest as they placed, so carefully, each tiny object that a touch or a strong breath might displace, thinking how like life it all is, planning, placing and arranging with infinite labor, that which will be so soon swept away and obliterated.

Yet like life, though the work remains not, the lesson, the discipline remains, and becomes part of the soul. The inner life, that is to remain permanent forever, is taking into it the real strength and power of the victory, small as it seems.

With these feelings in the heart one can well assume the drudgery of proving and taking care of these little materials. Even the additional expense will not be felt by the teacher who enters upon the work with enthusiasm. One can easily obtain all the materials during a day's visit to the city. In addition to the places I have already designated, the letter cards can be ordered at any printing house, at so much per hundred.

"A dreary place would be this world  
Were there no little people in it;  
The song of life would lose its mirth,  
Were there no children to begin it."

INDIANAPOLIS.

LUCY V. GOSNEY.

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### MODEL SCHOOL.—No. I.

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BY A TRAVELING PEDAGOGUE.

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**F**OR any one who is interested in the progress of education and the methods employed in its development, there is no more pleasant and instructive employment than visiting the various grades of schools in the different parts of the state, and noting the varied methods and means employed in managing and instructing the young.

The vast army of teachers engaged in school work, differently fitted and adapted to the business, and accomplishing more or less perfectly the objects for which our school system was organized, certainly opens up a field for observation and study, the importance of which few teachers realize. It is becoming quite popular in these days for boards of education to grant teachers the privilege, at least once a year, of visiting schools of a similar grade and observing the methods of other teachers. This plan, if rightly employed, is a valuable means of improving the management of our schools; it creates a generous rivalry and pre-

vents a lag of enthusiasm. No matter what class of schools, we can but receive valuable suggestions, either in new methods used, or in opportunities for criticising the work of others. This means of improvement is too much neglected by the profession. Nothing strengthens the weak teacher so much as to behold the workings of a well regulated school. He may have good theories but have no ability to formulate them into practical school work. The day of theorizing is past; this is a practical age, and we must have practical work, the result of which will be practical education.

It shall be my object in this and subsequent articles to give to the readers of the Journal some observations made while visiting schools of various grades, and to set forth both the good and bad points as I view them.

I had the pleasure, not long since, of visiting a school situated in a pleasant village in this state, which had quite a local reputation for thoroughness and good government.

The carpet on the floor, the pictures on the wall, and the organ in front of us, raised this thought in my mind: How much like home a school room may be made to appear! And how much better it is, since much of the life of the child is to be spent in the school room, that it be made attractive and home-like, when it can be done with so little trouble and expense. It is the teacher's duty to see to these things as much as any other department of school work. I have frequently visited school rooms when the sight of the bare, dingy walls and empty room made me shudder. It was enough to chill every tender and aesthetic impulse in the child's nature.

School teaching is more than storing the mind with facts. It were far better for the child if his nobler nature be cared for and developed, and he be taught to love the good and the beautiful. What a child comes to be or to do in this world depends a great deal more on his shaping by teaching and the influences that surround him than on his original characteristics and possibilities.

*The Recitation.*—A large class in Geography was ready to recite, and the principal topics for recitation were longitude and

latitude, their measurements and application. On the desk before the class was placed a large globe, and the teacher began the work by calling for the definitions. These were recited promptly, and every one was illustrated by the pupil from the globe. It was especially pleasing to see them stand before the class and visitors and explain how to find the longitude and latitude of places, and do it with as much confidence as is exhibited by many teachers while handling this subject. The work of the text-book, although so neatly recited, was not the extent of the work done. The teacher had a supply of problems on every phase of the subject, which were solved so readily that one could easily see that the pupils had mastered the subject. At one time several pupils were at the black-board solving problems in Longitude and Time, and if any one had happened in at this moment, he could not have told whether this was a geography or arithmetic class. It was certainly a practical method of presenting the subject, and judging from the alacrity with which they did the work it was a valuable one.

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TO MISS KATHARINE JAY.

An S A now I mean 2 write  
 2 U sweet K T J,  
 The girl without a ||,  
 The belle of U T K.  
 I I der if U got the I  
 I wrote to U B 4  
 I sailed in the R K D A,  
 And sent by L N Moore.

My M T head will scarce contain  
 I calm I D A bright,  
 But, A T miles from you, I must  
 M ~ this chance 2 write.  
 And first should N E N V U,  
 B E Z, mind it not.  
 Should N E friendship show, be true,  
 They should not be forgot.  
 But friends and foes alike D K,  
 As you may plainly C,

In every funeral R A  
 Or uncle's L E G.  
 From virtue never D V 8;  
 Her influence B 9  
 Alike induces 10 derness  
 Or 40 tude divine.  
  
 And if you can not cut a —  
 Or cause an !  
 I hope U'll put a .  
 2 I ?  
 ( R U for annexation 2  
 My cousin, heart and ~~and~~ ? )  
 He offers in a ¶  
 A § 2 of land.  
  
 He says he loves you 2 X S;  
 U're virtuous and U're Y's;  
 In X L N C U X L  
 All others in his I's.  
 This S A until U I C  
 I pray U 2 X Q's,  
 And do not burn in F E G  
 My young and wayward muse.  
  
 Now fare U well, dear K T J;  
 I trust that J R true—  
 When this U C then U can say  
 An S A I O U.

—[Selected.]

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## OFFICIAL DEPARTMENT.

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DECEMBER 7th, 1881.

Mr. Wm. Geiser, Trustee, Wolcotsville, Ind.:

*Dear Sir:*—Your letter of December 5th, 1881, is received.

You state that for several years fifty pupils have been transferred to your township from Noble county, Indiana, and that you have not received a cent from them in compensation.

The law (see sec. 17 of School Laws, edition 1877), I think is very clear, and is fully executed in most parts of the state.

Those who are transferred to your township can not claim their rights to school privileges, unless they pay to *you* the school-tax upon their property, in the township in which they reside, at the same rates which persons in your township pay.

Thus, suppose A lives in Orange township, Noble county, and has \$6,000 of property in said township, and is transferred by his trustee to your township. Then suppose that the following are your rates of levy in Johnson township, La Grange county, for school purposes: 30 cents on the \$100 for special school, and 30 cents on each poll for special school. Also, 15 cents on the \$100 for tuition revenue, and 25 cents on each poll for tuition revenue. Then A should pay you  $\$18 + .30 = \$18.30$ , for special school.

For tuition school, - - - - -  $\$9 + 25 = \$9.25$

Total, - - - - -  $\$27.55$

For this you should give him a receipt, stating that he has paid his school taxes in full.

When this has been done A is entitled to school privileges in your (Johnson) township. If he (A) refuses to pay this amount, then it is your duty as trustee to exclude A from school privileges in your township. (See sec. 17, School Laws.)

A having received your receipt for school tax in full, should present it to his county auditor, and obtain from him a certificate of error, which he should present to the county treasurer in lieu of his school taxes in his own county.

You will observe that the face of the receipt has nothing to do with the amount of tax from which transferred persons are relieved in their own county. The receipt relieves them from their special and tuition taxes in their own counties, which may be either greater or less than the face of the receipt.

Yours truly,

JOHN M. BLOSS,  
Sup't Public Instruction.

STATE OF INDIANA,  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
INDIANAPOLIS, Dec. 8, 1881.

Prof. E. W. Paxson, County Sup't, Martinsville, Ind.:

Sir:—You state that your county board adopted the following rule: "Any pupil who shall be absent from school to the extent of five days in any one term, and not certified to the teacher as necessary by the parent or guardian, either in writing or in person, or in some other manner satisfactory to the teacher, shall be required to obtain a written permit from the township trustee, or some member of the board of town trustees, before admission again into the school."

You ask if the adoption of this rule by the county board of education makes it a regulation by which the teachers of your county should be governed.

Section 10 of the School Law requires, "That the trustees shall take charge of the educational affairs of their respective townships, etc."

Section e. of Section 43 directs "that said county board shall consider the wants and needs of the schools and school property, etc."

It is my opinion, from the above section referred to, that it is not only the privilege of the trustees as individuals, and of the county board as a body, to make rules and regulations which shall tend to the improvement of the schools under their charge, but it is their duty to make such regulations as will promote the general good of the schools.

It is probable that there is no one cause which so much cripples the public schools of Indiana as the irregular attendance of the pupils.

The reports in this office show that in 1878-9 the average daily attendance was 62 per cent. of those admitted. In 1879-80 the average daily attendance was 63 per cent. of those admitted.

From the above it will be observed that more than one-third of the time of the public schools was lost to the state by the irregular attendance of the pupils.

It costs the state just the same to educate the 62 per cent. or the 63 per cent. as the 100 per cent. who ought to be in attendance.

Investigation will show that in each school a few pupils, as a rule, cause this loss of per cent. in the daily attendance. Those pupils who absent themselves, not only lose the privileges of the school which the state provides at great cost, but their irregularity interferes with the progress of those who are regular in attendance. Hence the *public good* demands that rules should be adopted by county boards, and by trustees, in order to protect those children who wish to obtain the benefits of the public schools, and who are regular in their attendance.

The object of the rule in question was evidently intended to promote the general attendance, and to prevent truancy.

Hon. B. C. Hobbs rendered an opinion (see School Law, page 124, edition of 1877) sustaining a rule of similar character. Hon. M. B. Hopkins and Hon. J. H. Smart have republished the decision of ex-Superintendent Hobbs in the several editions of the School Laws issued by this Department.

The same general rules have been carried out for several years in all the large cities and towns of the state, and are in force to-day, and experience shows that the regularity in the attendance of pupils has been promoted, and truancy much diminished.

The requirement of the rule that parents and guardians should notify the teacher that their children were detained by their direction, is a requirement with which it is not difficult to comply. Of the wis-

dom and necessity of such a rule, I have no doubt, because the public good demands it.

These considerations induce me to hold that the principle involved in the rule is legal, and that the county board of education, and trustees have the right to adopt such a rule; and furthermore, such a rule having been adopted, that it is the duty of teachers to sustain and enforce it.

Respectfully yours,

JOHN M. BLOSS,  
*Sup't Public Instruction.*

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### THE INDIANA UNIVERSITY.

OUTLINE OF SCHEME FOR POST-GRADUATE DEGREES.—I. Any Graduate of this University, who subsequently complete a course of study, of not less than two years, in any reputable professional school, of Theology, Law, Medicine, Literature, Music, Advanced Science, or the Mechanic Arts, on presenting to the Faculty of this University satisfactory evidence that he has thus completed any of the courses named, may receive from the University the Master's Degree of the same name as the Bachelor's Degree he has already received.

II. Any Graduate of this University, or of any similar and equal Institution, may receive from this University a Master's Degree, corresponding to his Bachelor's Degree, at the expiration of three years from the date of graduation; *provided*, he gives evidence of good character and completes a course of study fairly equivalent to any of the professional courses above named, under the direction of the Faculty of this University, and by the presentation on his part of a creditable Thesis on some theme prescribed by this Faculty. The three years may be reduced to two, under the immediate direction of the Faculty.

The Degree of Doctor of Philosophy may be received by the Graduate of the University, or of any other Institution of like character and equal rank, five years after graduation; *provided*, the candidate, in addition to the requirements for the Master's Degree, as above recited, shall still further pursue studies under the direction of the Faculty, pass satisfactory examinations in the same, present *in print* a satisfactory Thesis upon some prescribed or accepted subject, embodying original work, and maintain a good character. The five years may be reduced to three, if the entire time is spent under the direction of the Faculty.

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GOSPORT.—Schools are moving on nicely, with good attendance. Supt. Lilly is well liked by pupils and patrons.

EDITORIAL.

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The JOURNAL enters upon its *twenty-seventh* year full of encouragement and with high resolves. For several years past it has given its readers more pages of reading matter than any other monthly educational paper in the United States; and that it furnishes such matter as teachers appreciate is evidenced by its liberal support. It studies at all times the wishes and highest interests of the teachers. It has no "hobbies," but tries to find and present the merits and claims of all methods and phases of education. While it strives to

"practical," it recognizes the fact that there is nothing in this world so practical as a *new idea*. It also recognizes the fact that *methods* without a knowledge of the principles upon which these methods are founded make only machine teachers.

The JOURNAL will devote its pages during the year 1882 to that which will tend to help teachers most in their every-day work, to that which will give the best methods founded on the best theories, the correction of whatever is false in theory or in fact, and to that which will tend to perfect and establish our noble public school system.

The JOURNAL wishes all its patrons and friends a "Merry Christmas and a Happy New Year," and ask them to join it in extending the spirit of these immortal lines from Tennyson :

Ring out the old, ring in the new,  
Ring happy bells, across the snow;  
The year is going, let him go;  
Ring out the false, ring in the true.

Ring in the valiant man and free,  
The larger heart, the kindlier hand;  
Ring out the darkness of the land,  
Ring in the Christ that is to be.

## RELIGION VS. GRAMMAR.

The following correspondence explains itself:

OFFICE OF COUNTY SUPERINTENDENT, }  
MADISON COUNTY, }  
ANDERSON, IND., Nov. 5, 1881. }

Prof. John M. Bloss, Sup't Public Instruction, Indianapolis, Ind. :

*Dear Sir* :—I have a singular case which I submit to you for your opinion. The State of Indiana prescribes eight common school branches. Our county board of education adopted a course of study for the schools of the county, and in this "course of study" the subject of Grammar is given its proper place. I instruct my teachers to follow the course of study. A teacher in Greene township, this county, writes me that she has some pupils attending her school whose parents belong to the religious denomination known as Dunkards, and that they have sent her word that she must not teach their children Grammar, because they *are religiously opposed to it*.

I have made inquiry and find that the Dunkard church has no ritual. I have also made inquiry and find that the parents of these children really think it a sin for their children to be taught the subject of grammar.

Under all these circumstances, can we compel them to study grammar?

Hoping to hear from you at an early date, I am,

Yours very truly,

WM. M. CROAN,  
*County Superintendent.*

MR. BLOSS TO MR. CROAN.

STATE OF INDIANA, }  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
SUPERINTENDENT'S OFFICE, }  
INDIANAPOLIS, November 12, 1881. }

*Dear Sir* :—You state that a pupil refuses to study English grammar on the grounds that both he and his parents are religiously opposed to the study of that branch.

You ask whether he should be compelled to study English grammar, or rather whether you have the right to compel him to study English grammar.

Your trustees have undoubtedly the right to make and arrange a course of study for their schools, and to determine that pupils who have not completed the work of a particular grade shall not be promoted to a higher grade (see secs. 10 and 147, School Law); yet I think that in this case and in very many other cases that it would be bad policy to exercise the right.

Hence I advise that the pupil or pupils referred to be permitted to drop the study of grammar.

If the pupils are in the hands of a judicious teacher, she or he will be able, along with their other work, to give them all that is practical in the subject of grammar. Intelligence has the effect, you know, to remove prejudice, and it is the only effectual means. To drive these pupils out of the schools would be a mistake.

Yours truly,

JOHN M. BLOSS,  
*Sup't Public Instruction.*

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Mr. Croan has advised the teacher in Greene township to be governed by the opinion of the State Superintendent.

It seems strange that a religious sect can be found at this day in this country who hold conscientious scruples against the study of the principles of the language they use every day. Prof. Bloss is evidently right in his answer. Our government is formed on the broadest possible religious liberty of conscience, and every person should be allowed to exercise his own judgment, or lack of judgment, unless his fanaticism leads to immorality or crime, as in the case of the Mormons, and Guiteau.

This is what we call "Worshiping God under our own vine and fig-tree." While the trustees have the *right* to make and enforce a course of study in such cases, it is doubtless the part of wisdom to waive such right. The best possible way to remove such a prejudice is to supplant it by a little liberal education. Although these children referred to may never look into a text-book on grammar, if they are allowed to attend the public schools a few years they will never share the prejudice of their parents against the study of grammar.

Prof. Bloss may put it a little strong when he states that, "If the pupils are in the hands of a judicious teacher he will be able, along with their other work, to give them all that is practical in the subject of grammar," but he states a principle well understood by every teacher. A teacher can and ought to teach the correct use of language through every branch of study recited in school. A child should be required to recite in correct language; he should be frequently required to write out his lessons; he should be required to write letters, notes, receipts, etc.; he should be required to read a story and then write a synopsis of it; he should be required to write compositions; and in all these exercises he should be required to make correct statements (sentences), spell the words correctly, use properly capital letters, and punctuate correctly. In all these useful exercises he is learning to use language correctly, and yet the word "grammar" need never be used. In fact the word grammar is hardly appropriate; these are exercises in the *art* of language, while grammar is the *science* of language, a step in advance of this.

EFFECTS OF TOBACCO UPON THE BRAIN.

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Once, when Horace Greely was asked whether in his opinion tobacco affected the brain, he answered, "No, never; for a man with brains never uses tobacco." On another occasion he described a cigar as being "a roll of tobacco about five inches long, with a fire at one end and a fool at the other."

But Mr. Greely was an extremist on the use of tobacco. The Journal is not an extremist, and has never advocated what could be called fanatical views on this subject, and so its words are worthy of careful consideration.

Within a few years past a great deal of careful study and investigation have been devoted to the subject, and with the following conclusions:

1. Among all the leading medical men who have made investigations there is a unanimous opinion that the use of tobacco is injurious to the health of boys. It affects the growing tissues of the body and undermines the nervous system. While there is a difference of opinion as to its effects upon men whose bodies have ceased growing, there is no question but that it is injurious to boys. Most of the authority goes to prove that as a rule it is injurious to men also, but not to the same degree.

Not long ago extensive inquiry was made in European schools, notably in France, as to how the use of tobacco affected the class-standing of students, and it was learned that, without exception, the average standing of those who did not use tobacco was higher than that of those who did use it. And further, it was found that the standing of those who used it moderately was higher than those who used it excessively. A single instance would not establish a rule, but the number of cases investigated and the uniform result makes it certain that the use of tobacco *does* injure the brain.

Recently the use of tobacco has been abolished in the Naval Academy at Annapolis, Md., on the grounds that it is detrimental to the best physical development and the most vigorous mental work. This rule was made after the fullest investigation, and upon the highest medical authority in the land.

All this goes to prove that an important duty of the teacher is to train boys so that they will not contract the habit of using tobacco. Forty-nine boys out of every fifty begin the use of "the weed" because they think it *manly*; they see men using it, and they simply imitate them and think it a *manly* practice. If teachers will make boys understand and *believe* that the use of tobacco is not necessary to gentility—that they can be just as truly gentlemen without it—that they will be men just as soon, and be just as much respected,

the probability—the certainty—is that but few boys will ever acquire the habit.

The great cost, the inconvenience, the uncleanness of the habit, are arguments for adults; but the thing that will influence boys most is to make them *believe* that they can be just as manly without its use as with it.

As the teacher is necessarily an *example* for the pupils, the question arises, should a teacher use tobacco? Each teacher may answer this for himself.

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### BARNARD'S JOURNAL OF EDUCATION.

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Dr. Henry Barnard, of Hartford, Conn., has done a great work for education that has not as yet been fully appreciated. He has devoted his life to it, and in addition has spent a fortune of about \$40 000 over and above his receipts. This treasury of educational information should be in every public library, and in every teacher's library who can afford it. Dr. Wm. T. Harris, the highest educational authority in the country, has sent out the following circular, to which your earnest attention is called:

"In the interest of preserving and rendering still more useful the great work of Dr. Henry Barnard, I take this way of asking your co-operation in collecting subscriptions for a General Index to the thirty-one volumes of his "American Journal of Education." The work itself is acknowledged to be the greatest Cyclopedia of Education in any language. It contains over 26,000 pages in small but clear and readable type, giving histories of school systems, philosophic statements and discussions of methods, biographies of teachers and educational reformers, trustworthy accounts of universities, colleges, technical and industrial schools, city school systems, and omitting no phase of interest in education, whether of the past or present, whether of our own country or of other lands. Such a mass of educational history and discussion is of the highest value to the practical teacher, the school officer, and to every one who writes or reads on any topic of school organization, administration, or instruction.

The General Index will make all of its treasures accessible to those who possess the work, and to those who have membership in libraries that possess it. Even when the work itself can not be consulted, one may be greatly aided through the index to a knowledge of the bibliography of a subject—in itself a greatly useful species of knowledge—and to an approximate acquaintance with the contents of the articles themselves through the minute analysis given in Dr. Barnard's special indexes.

The cost of the Index Volume will be ten dollars, payable on its completion. It will have about six hundred pages. The price of Barnard's Journal of Education (bound in muslin) is four dollars and fifty cents per volume.

Will you subscribe for the Index Volume? \* \* \* Dr. Barnard needs help at this juncture—shall he not receive it promptly?

Would it not be a cause of great humiliation to American Educators were the stereotype plates of this vast Cyclopædia to be melted up, because of the small support given its devoted author and publisher?

WM. T. HARRIS,

November 24, 1881.

Concord, Mass.

**SPECIAL MENTION.**—Every primary teacher and every one interested in primary work will be interested in an article on "How to Employ the Little Ones." It certainly contains many valuable suggestions that can be utilized not only in graded schools but in country schools. The statement often made, "O, that will do very well in the city, but it will not work in the country," is wholly bad. Any method that is good in the city is just as good in the country. All that is needed is to put a good teacher behind it and a good method will work anywhere.

County superintendents primarily and teachers generally will read with interest what Mr. Brown has to say about "The Examination of Teachers." The Journal endorses his idea most heartily. One of the strongest pleas for county superintendency has been and is, that it gives the superintendent a chance to visit the schools and see the teacher at work, and *thus* learn more of his fitness to teach, and so be better qualified to issue licenses. If a superintendent in issuing licenses, casts aside all his knowledge of the teacher's ability to *teach* and *govern* a school, that he has gained either by personal inspection or from answers to questions on theory, and gives his license on knowledge of subjects alone, he renders null a strong argument for the existence both of the normal school and his office; and at the same time he does great injustice to those teachers who have spent time and money in learning the science of teaching.

The article on "Thought Reading," by Mr. Smith, is certainly excellent and will be appreciated. It needs not only to be read but *studied*.

**W. D. HENKLE.**—The article on W. D. Henkle, deceased, by Prof. Venable, will be appreciated by all, but especially interesting to those who knew Mr. Henkle personally. He was for many years a leading spirit in the ranks of Indiana teachers. He was one of a few valiant spirits who organized and maintained the old Wayne County

Teachers' Association years and years before there was any law requiring or encouraging teachers' meetings.

When Judge Perkins decided that the law, permitting local taxation for school purposes, was unconstitutional, and thus rendered it impossible to maintain the public schools for more than four or five months a year in even the larger cities, Mr. Henkle said, "Thank the Lord there is no law in Indiana that forbids emigration from the state, and I am going." Suiting his action to his words he removed to Ohio, and since that time has given his valuable services to that state.

He has for many years been secretary of the National Educational Association, and one of its leading spirits. But this above all: He was a true friend and christian gentleman.

**CELEBRATION OF LONGFELLOW'S BIRTHDAY.**—The Journal hopes that teachers will bear in mind the suggestions heretofore made as to the celebration of the birthday of the poet Longfellow. They can make this a means of stimulating thousands of children and their parents to read some of the best literature in the English language. The arguments so often urged by the Journal, in favor of this kind of work, need not here be repeated. No one who will stop for a moment to consider will doubt its great value not only to the school children but to the community. The following are the names of his principal works: *Hyperion*; *Poets and Poetry of Europe*; *Kavanaugh*; *Golden Legend*; *Courtship of Miles Standish*; *Evangeline*; *Hiawatha*; *Tragedies of New England*; *Hanging of the Crane*, and some shorter poems, such as *Psalm of Life*. Feb. 27th is the day.

**THINK OF IT.**—A teacher writes for the Journal and St. Nicholas and says: "My pupils read the St. Nicholas in school at certain times, and think the stories are excellent." How would it do to keep a few nice magazines and books on the teacher's desk to be loaned to industrious pupils *after all lessons are learned*. A few teachers have tried it and say it works well. A great many teachers have tried this other plan and with the very best results: To read at stated times stories and articles from St. Nicholas, Wide-Awake, Youth's Companion, Our Little Ones, or some other good paper or book full of interest to boys and girls. A teacher can hardly do a better work for children than to cultivate in them a love for good reading. To occupy the mind with good thoughts is the best possible prevention of bad thoughts which lead to bad lives.

## GEMS OF THOUGHT.

## ABOU BEN ADHEM.

Abou Ben Adhem (may his tribe increase),  
 Awoke one night from a deep dream of peace,  
 And saw within the moonlight in his room,  
 Making it rich, and like a lily in bloom,  
 An angel, writing in a book of gold ;  
 Exceeding peace had made Ben Adhem bold,  
 And to the presence in the room he said,  
 "What writest thou?" The vision raised its head,  
 And with a look made of all sweet accord,  
 Answered, "The names of those who love the Lord."  
 "And is mine one?" said Abou. "Nay, not so,"  
 Replied the angel. Abou spoke more low,  
 But cheerily still, and said, "I pray thee then,  
 Write me as one who loves his fellow men."  
 The angel wrote and vanished, the next night  
 It came again, with a great wakening light,  
 And showed the names whom love of God had blessed,  
 And, lo! Ben Adhem's name led all the rest.

—[Leigh Hunt.

Heaven is not reached by a single bound ;  
 But we build the ladder by which we rise  
 From the lowly earth to the vaulted skies,  
 And we mount to the summit, round by round.

I count this thing to be grandly true :  
 That a noble deed is a step toward God—  
 Lifting the soul from the common clod  
 To a purer air and a broader view.

We rise by things that are under feet ;  
 By what we have mastered of good and gain ;  
 By the pride deposed and passion slain,  
 And the vanquished ills that we daily meet.

We hope, we aspire, we resolve, we trust,  
 When the morning calls us to life and light,  
 But our hearts grow weary, and, ere the night,  
 Our lives are trailing the sordid dust.

We hope, we aspire, we resolve, we pray,  
 And we think that we mount the air on wings  
 Beyond the recall of sensual things,  
 While our feet still cling to the heavy clay.

Wings for the angels, but feet for men!  
 We may borrow the wings to find the way,  
 We may hope, and resolve, aspire and pray,  
 But our feet must rise, or we fall again.

Only in dreams is a ladder thrown  
 From the weary earth to the sapphire walls;  
 But the dreams depart, and the vision falls,  
 And the sleeper awakes on his pillow of stone.

—[*J. G. Holland.*]

## MISCELLANY.

### STATE BOARD QUESTIONS FOR NOVEMBER.

**PENMANSHIP.**—1. What does the science of penmanship embrace? 10

2. Write the principles used in forming the small letters and name the elements of which each is composed. 2 pts., 5 each.

3. How should the pen be held? Why should you insist on correct position? 2 pts., 5 each.

4. Name the important principles in the following letters, when used as capitals: *a, m, s, b, h*. 5 pts., 2 each.

5. What is the length of *p, h, a, y*, and *f*, compared with *x*? 10

**NOTE.**—Your writing, in answering the above questions, will be regarded as a specimen of your penmanship, to be marked 1-50.

**READING.**—1. Define force. What are its natural divisions? 2 pts., 5 each.

2. Define pause. Explain each kind of pause. 2 pts., 5 each.

3. What is the difference between the construction of prose and poetry? 10

4. How are accented syllables usually indicated? Write a word with both secondary and primary accents, and mark each. 2 pts., 5 each.

5. What are the three things that should receive special attention in teaching reading? 3 pts., 3½ each.

6. Read a brief prose selection; a poetic selection. 2 pts., 1 to 25 each.

**GEOGRAPHY.**—1. What countries are sometimes called Spanish America? 10

2. Describe the surface of Mexico. 10

3. What countries are occupied by the Malay race? 10

4. Name five of the important seas east of Asia. 5 pts., 2 each.
5. Describe the following rivers: Obe, Euphrates. 2 pts., 5 each.
6. Name the five largest rivers of the United States. 5 pts., 2 each.
7. What can you say of the interior of the earth? At what rate does the heat increase as we descend? 2 pts., 5 each.
8. What are the productions of China? What is the government? 2 pts., 5 each.
9. What are the principal islands of Japan? 10
10. What do the British Islands comprise? What does Great Britain include? 2 pts., 5 each.

- GRAMMAR.—1. Define the classes of pronouns. 10
2. Tell me whom you saw. Parse *whom*. 10
  3. Name five verbs after which the sign *to* of the infinitive is usually omitted. 5 pts., 2 each.
  4. Write a sentence containing five parts of speech. Name each. 2 pts., 5 each.
  5. Analyze: We wondered whether the saltiness of the Dead Sea was not Lot's wife in solution. 10
  6. Give the heading and address of a letter. 10
  7. Correct: The right and left lung were diseased; Carthage and Rome were rival powers; this city in Africa and that in Europe; the one on the northern coast of the Mediterranean, the other the southern. 4, 6
  8. Name five methods of improving the language of First Reader pupils. 5 pts., 2 each.
  9. What is the distinction between irregular, defective and redundant verbs? 3, 3, and 4.
  10. Correct: Gravitation is where one body attracts another. Give me them peaches. 2 pts., 5 each.

NOTE.—If a word to be parsed is wrongly used it should be corrected before parsing. Punctuation includes capitalization and spelling.

- THEORY OF TEACHING.—1. What is the relation which the teacher holds to his pupils? 20
2. Why does the school insist upon silence during the school hours? 20
  3. What are the true objects of school punishment? 20
  4. Why should a teacher speak in a conversational and pleasant tone of voice in the school? 20
  5. Why is it essential that the *attention* of pupils be secured as a necessary condition of progress? 20

- PHYSIOLOGY.—1. How are the bones of the skeleton held together? 10
2. State the difference between the relations and functions of a ligament, and those of a tendon. 10

## INDIANA SCHOOL JOURNAL.

What are the different classes of organic substances used for food? 10

What ingredients of the food are digested by the gastric juice? 10

What is endosmosis? 10

What is the difference between venous and arterial blood? 10

Describe the process of inspiration. 10

What is the difference between the movement of the blood in arteries and in the veins? 10

How does clothing keep the body warm? 10

What is meant by motor, and what by sensory nerves? Illustrate. 10

**ARITHMETIC.**—1. Upon what principle does cancellation depend? 2 pts., 5, 5.

a. Divide  $\frac{1}{2}$  by  $\frac{3}{4}$ . By analysis. b. Derive the rule for the division of fractions from the analysis. a, 2; b, 8.

A wall is 83 meters long, 3 dekameters high, and 5 decimeters

thick. What is the value of the solid contents at \$3.30 per cubic foot? proc. 5; ans. 5.

1. What is the value of the N. E.  $\frac{1}{4}$  of the N. W.  $\frac{1}{4}$  of section 36 at \$9 per acre? b. Make a plat of the congressional township and indicate the part of the section sold. a, 3; b, 7.

A miller takes for toll 4 qts. from every 5 bu. of wheat. What amount does he get? proc. 5; ans. 5.

In what time will \$375.40 produce \$37.54 at 6 per cent. per annum? proc. 5; ans. 5.

If money is worth 12 per cent., what is the true discount of \$100, due one year hence? proc. 5; ans. 5.

In a cube whose edge is  $\frac{3}{4}$  of an inch, how many cubes each  $\frac{1}{4}$  inch wide? proc. 5; ans. 5.

A barn is 40 ft. wide, the comb is 15 ft. from the plate, the rafters of equal length. What is the length of the rafters? proc. 5; ans. 5.

A rectangular field 15 rods wide contains 3 acres. How long is it? proc. 5; ans. 5.

**HISTORY.**—1. What is the chief value of a knowledge of History? 10

For what two events in American history is April 19th remarkable? 2 pts., 5 each.

Name three prominent differences between the Revolutionary War and the War of the Rebellion. 3 pts., 4 off each.

Give a sketch of La Fayette. 10

Describe the Stamp Act of 1765. 10

a. Where was the first settlement in Indiana made? b. By whom? a, 5; b, 5.

7. *a.* What was the object, and *b.* what the effect of the Proclamation of Emancipation by President Lincoln? 2 pts., 5 each.
8. Tell the story of the invention of the Cotton Gin. 10
9. Name three of the greatest books by American writers. 3 pts., 4 off each.
10. Into what three departments is the Government of the United States divided? 3 pts., 4 off each.

NOTE.—No answer to exceed ten lines.

- ORTHOGRAPHY.—1. Mark diacritically, *c*, *a*, and *s*, in the word *chaise*. *C* and *s* are substitutes for what letters? 2 pts., 5 each.
2. How many sounds has *e*? Give an example of each, and indicate each by the proper mark. 10
3. How many sounds has *c*? How many has *g*? 2 pts., 5 each.
4. Mark the vowels in the following words: *pane*, *wanton*, *almost*, *parliament*, *Monday*. 5 pts., 2 each.
5. When is *y* a consonant? When a vowel? 2 pts., 5 each.
6. Spell ten words dictated by the superintendent. 5 each.

### ANSWERS TO STATE BOARD QUESTIONS FOR DECEMBER.

ARITHMETIC.—1. The simple value of a number is the value expressed by it when standing alone, while the local value is the value expressed by it when used with other figures to express a number. Example: 1. 2. 3. standing alone express simple values. In 123 each figure has a local value determined by its relation to the others.

2. (a)  $\frac{1}{2}$  of  $\frac{2}{3}$  of  $\frac{3}{4} = \frac{1}{2} \times \frac{2}{3} \times \frac{3}{4} = \frac{1}{4}$ .
- (b)  $\frac{1}{2}$  of  $\frac{2}{3}$  of  $\frac{3}{4} = \frac{1}{2} \times \frac{2}{3} \times \frac{3}{4} = \frac{1}{4}$ .
- (c)  $\frac{2}{3}$  of  $\frac{3}{4} = \frac{2}{3} \times \frac{3}{4} = \frac{1}{2}$ .
- (d)  $\frac{3}{4}$  of  $\frac{4}{5} = \frac{3}{4} \times \frac{4}{5} = \frac{3}{5}$ .
- (e)  $\frac{1}{2} + \frac{1}{2} = 1$ .
- (f)  $2\frac{1}{2} + \frac{1}{2} = 3$ .
- (g)  $2\frac{1}{2} \times \frac{2}{3} = \frac{5}{2} \times \frac{2}{3} = \frac{5}{3} = 1\frac{2}{3}$ .

The above process may be shortened by cancellation.

3. (a) 5 kilometers = 5000 meters.
- (b) 4 decameters = 40 meters.
- (c) 92 decimeters = 9.2 meters.
- (d)  $5000 \times 40 \times 9.2 = 1,840,000$ .

As a body 1 meter long, 1 meter broad, and 1 meter high must be a cubic meter, the answer is 1,840,000 cubic meters.

4. (a) As the sun travels through the 12 signs of the zodiac in 24 hours, it will travel through 5 signs in  $\frac{5}{12}$  of 24 hours, which is 10 hours; therefore, (b) it will be 10 hours from noon, or 10 o'clock at ni ht.

5. (a) 2 mills = .002 of a dollar; therefore, (b) as \$1. yields a tax of \$.002, (c) it will require as many dollars to yield \$5,000 as .002 are contained

times in 5000; therefore, (d)  $5000 \div .002 = 2,500,000$ . Ans., \$2,500,000.

6. (a) £55. 4 s. 10 d. = 1104.5 shillings, (b) as 1 shilling = 22.2 cents, 1104.5 shillings are equal to  $1104.5 \times 22.2 = 24519.90$ . Ans., \$245 19 cents 9 mills.

7. (a) The perpendicular of the right-angled triangle is represented by the portion of tree remaining; the base, by the distance on the ground from the tree to the top resting on the ground; therefore, (b)  $40^2 + 30^2 = 2500$ ; (c)  $\sqrt{2500} = 50$  equals the hypotenuse; (d) the hypotenuse plus the perpendicular, or  $50 + 40 = 90$ ; the height of the whole tree was therefore 90 ft.

8. (a) Since the bonds were bought at  $106\frac{3}{4}$  per cent. of their par value, the par value would be  $\$27,860 \times \frac{100}{106\frac{3}{4}}$ ; (b) since they were sold at  $109\frac{3}{4}$  per cent. they would produce  $\$27,860 \times \frac{109\frac{3}{4}}{100} = \$28,545.08$ ; (c)  $\$28,545.08 - \$27,860 = \$685.08$ , the gain.

9. (a) Upon the principle that the value of a number both multiplied and divided by the same number remains unchanged, or that dividing both divisor and dividend by the same number has no effect upon the quotient; (b) illustration:  $2\frac{2}{3} \times \frac{3}{2} \times \frac{2}{3} = 5$ , because 5 multiplied by 2 and then divided by 2 remains unchanged, and so with the 3, and the 4.

10. (a) A rectangle is a plane figure with four sides, having its opposite sides equal straight lines, and all its four angles equal; (b) a correct definition must express all points essential to a perfect understanding of the term or thing defined as distinguished from all other terms or things, and exclude all points not essential; (c) the third part can be answered only by each candidate for himself.

**GEOGRAPHY.—I.** Zones are divisions of the earth's surface formed by the polar circles and tropics passing round the earth. The relative position of the earth's axis to the plane of its orbit (during its revolution round the sun) determines the extent of the zones. The point farthest north of the equator, at which the sun's rays are directly perpendicular, marks the northern limit of the torrid zone. The southern limit is determined in the same way. This zone is  $47^\circ$  in width, and is enclosed by the tropics. The limit of the temperate zones is that line where the length of the longest day is twenty-four hours, and as the inclination of the earth's axis is  $23\frac{1}{2}^\circ$  that line should be  $23\frac{1}{2}^\circ$  from the poles. Through these points (north and south) the polar circles are drawn.

2. Sixty miles. Because meridian lines approach each other as they extend toward the poles.

3. An archipelago is a sea interspersed with many islands. A delta is a tract of land shaped like the Greek letter ( $\Delta$ ) and included between the mouths of a river. An oasis is a fertile place in a desert.

4. Mississippi, 4000; Missouri, 3096; Red River, 2100; Arkansas, 2000; St. Lawrence, 2120.

5. Gold, California; Silver, Nevada; Iron, Pennsylvania; Copper, Michigan; Lead, Illinois.

6. New York, on Manhattan Island, at the mouth of the Hudson River; Philadelphia, situated at the junction of Schuylkill river with the Delaware;

Brooklyn, near New York; Boston, at the head of Massachusetts Bay; Baltimore, on the Patapsco river.

7. The mountain systems of the United States are the Rocky, Sierra Nevada, and Alleghanian. The Rocky Mountain system extends through the western part of the United States—Wansatch, Highland, and White Pine are chains. Sierra Nevada, in California—Coast, San Bernardino, and San Jacinto Mountains are chains. The Alleghanian or Appalachian system crosses the eastern part of the United States—Blue Ridge, White, and Adirondack Mountains are chains.

8. Ohio is bounded as follows North, by Michigan and Lake Erie; East, Pennsylvania and West Virginia; South, by Kentucky; West, by Illinois, Cincinnati, on the Ohio River; Cleveland, on Lake Erie; and Columbus, on the Scioto, are its principal cities.

9. Blue Sea; Japan Sea; Okhotsk Sea.

10. The political divisions of North America are Danish America; Alaska; Dominion of Canada and Newfoundland; United States, exclusive of Alaska; Mexico; Central America; the West Indies.

PENMANSHIP.—1. The letter *i* is one-third the height of *l*. Analysis: The parts of *i* are Element III., First Principle, and a dot placed above it—(or right curve, slanting straight line, lower turn right curve and dot.) The parts of *l* are the Fifth Principle, furnished with Elements II. and III.—(or right curve, left curve, lower turn, right curve.)

2. Teach the difference that should be observed in the spacing of *letters* and *words*, and see that the instruction is observed in practice.

3. The *r* and *s* are one-fourth higher than other *short* letters.

4. 

5. Analysis: The parts of *B* are the capital stem, left curve, right curve narrow loop, and right and left curves.

GRAMMAR.—1. Dr. W. Silmens, of Berlin, Prussia, has invented an electric railway. The road is half a mile long; the speed is nine miles an hour; one rail is positive; the other, negative.

3. Analyze is a verb, etc., imperative mood. Unlicensed is an adjective, not a participle.

4. *Whose* mistake is this *which* appears here?

5. *Rapid* in this sentence should be *rapidly*. *Well* is an adjective, modifying *he*. It is not an adverb.

8. The interrogative pronouns are *who*, *which*, and *what*, when used in asking questions; as, "Who goes there?"

9. John gave Peter's brother a book.

HISTORY.—2. The newspaper is a photograph of the world for one day taken by the instantaneous process. It is a cross-section of the world's current. It is history in the making. All the motives, passions, principles, aspirations, ambitions, necessities of men, which enter into history, are seen in action as daily reflected in the newspaper. To read to-day's paper intelligently

we must understand the history of the past; with this intelligent understanding we shall see in to-day's paper the seeds of future history. The newspaper is thus a summation of what has been done, and a prophecy of what is coming.

4. In 1798, resolutions were passed by the Legislatures of Virginia and Kentucky, protesting against what was regarded as the centralizing tendencies of the national government. The original of these resolutions was drafted by Thomas Jefferson, in which he says: "Where powers are assumed which have not been delegated, a *nullification* of the act is the rightful remedy; that every State has a natural right, in cases not within the compact, to nullify, of their own authority, all assumption of power by others within their limits." This is the first use of the word "nullification" in a public political document. The passage was the germ of the nullification strife of 1828-'30, and has in it the seed and philosophy of the later secession movement and the civil war.

6. Soil and climate affect the industries of a people, as their agricultural products, their manufactures, their commerce; and affect also their temperament, tastes and habits; and through these things affect their history.

10. There are many definitions of History, by eminent writers, and no little discussion about its precise aims, methods, and limits. The definitions of the best dictionaries are readily accessible, and may be easily added to those here given. A good common definition is that in Stormouth's Dictionary: "A systematic account of facts and events, particularly those affecting nations and states." Emerson says that History is the record of the works of the universal mind. Gibbon (and Voltaire) describe History as "little more than the register of the crimes, follies, and misfortunes of mankind." A somewhat poetic description found in several writers, tells us that History is philosophy, especially moral philosophy, teaching by examples. The famous definition of Immanuel Kant, the great German philosopher, is: "History proper is the narration of the phenomena of the freedom of the will, or of human actions, of the constant evolution of the primary elements of human nature." This is quite akin to Emerson's. The formal definition of the last edition of the Encyclopedia Britannica is: "History, in the most correct use of the word, means the prose narrative of past events, as probably true as the fallibility of human testimony will allow." History deals with the facts of human action, in the organizations and relations of society and the state, recognizing the unity of mankind, the permanent laws of human nature and social development, and the guidance of this development by Divine Providence toward some ideal end.

[Some of the members of the State Board were so over-crowded with work that they were unable to send answers to their sets of questions.]

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Any one who wishes a good metropolitan paper, that gives more school *news* than any strictly educational paper, should send for the semi-weekly Chicago Inter-Ocean. No other newspaper in the land gives so much space to education.

CHARLESTOWN.—Supt. F. E. Andrews is at work again. Schools in flourishing condition. An interesting course of lectures has been secured.

Union Christian College. at Merom, Rev. T. C. Smith, President, is in a more prosperous condition than for many years. Its friends should rejoice.

STATE LICENSES.—In answer to question as to conditions of state certificates, those interested are referred to this Journal for last May, and to the State Supt. for circular of information.

Ginn & Heath, the Boston book publishers, have opened a public reading room for teachers and supplied it with the best pedagogical literature of the country. All teachers are welcomed.

Read the advertisements this month. They give information on a great variety of subjects. There is more information, valuable to teachers, in advertisements than most persons suppose.

WABASH COLLEGE, though not so largely attended as some of the other colleges in the state, is moving on smoothly and takes pride in doing first-class work and making thorough scholars. Dr. Joseph Tuttle is President.

GREENSBURG.—A man who travels and visits schools extensively, said to the writer a few days ago, "When you wish to visit some first-class schools, just get on the cars and go down to Greensburg." C.W. Harvey is superintendent.

EVANSVILLE.—Only good reports reach us of the Evansville schools. John Cooper, the new Supt., has so won the confidence of teachers, trustees and patrons that he has the hearty support of all, and every thing is working harmoniously.

WARSAW —The Supt., John P. Mather, has determined to extend the capacity of the school library, and to that end had the children of the schools give two public entertainments in the Opera House. The programmes were excellent, and doubtless drew large audiences.

LA GRANGE COUNTY.—E. G. Machan, the county superintendent, has sent out his new course of study and a suggestive program. The course looks well and the program is a good feature. It is of more importance than most teachers think to have a *time to study* as well as a time to recite.

MUNCIE.—The *Muncie Times* speaks in very high terms of the work Supt. Allen is doing in natural science for the upper grades of the schools. The pupils are collected in the school hall to witness simple experiments and hear explanations adapted to their comprehension. A good idea.

The State Board have granted second grade state certificates to John P. Mather, Supt. of the Warsaw schools, and A. J. Johnson, Prin. of the Carthage schools.

MR. EDITOR:—I can not concede that the definition of "*scale*" in your last Journal is correct. Webster says a scale is a basis for a numeral system. By the definition in the Journal, any series must be a scale. I believe that every series has a basis or scale; but by no means is a scale a series. If I am in error, I am willing to be corrected.

✓ GREENFIELD.—Ten wealthy men of Greenfield and vicinity have agreed to give \$1000 each toward the establishment of a Normal School at that place, *provided* the county commissioners will appropriate an equal amount, viz: \$10,000. A well informed citizen feels confident the appropriation will be made. This shows commendable enterprise.

ADAMS COUNTY.—The *manual* is at hand. It contains extracts from the Law, Special Rules, Duties of Teachers, Duties of Pupils, Daily Program, Revised Course of Study, conditions for Diplomas, Programs for Township Institutes, and everything else any body may wish to know about the schools of Adams county. The Supt. is G. W. A. Luckey.

HOUGHTON, MIFFLIN & CO., who publish all of Longfellow's works, and also the "Longfellow Leaflets" (just the things for school celebrations), have agreed to send to all the readers of the Journal who expect to celebrate Longfellow's birthday, "A biographical sketch of Mr. Longfellow with his portrait and a picture of his home, together with one of his poems, *free of charge*. Address Houghton, Mifflin & Co., Boston, Mass.

PURDUE UNIVERSITY.—Prof. R. F. Weyher, who has the chair of German in Purdue University, has been confined to his house for some weeks with cancer of the mouth. His physicians have notified him that he can live but a short time. The Board of Trustees of Purdue University, at their last session this month, raised the salary of Prof. E. E. Smith, Prin. of the Academy, one hundred dollars, as an appreciative testimonial to his five years' faithful work in the University. Those who have read his articles in the Journal, or who have heard him at teachers' institutes, know that he masters what he attempts to teach or discuss. The attorneys for the Greek Fraternity at Purdue have appealed from Judge Vinton's adverse decision to the Supreme Court. The City of La Fayette has purchased a building at a cost of \$10,000, in which the School Board will place a fine public library. J. J. Perrin has the credit of initiating this movement.

## PERSONAL.

- J. A. Jones is at Walkerton.  
W. H. Brown is at Stilesville.  
H. B. Shaffer is at Burnettsville.  
R. H. Crouch is at Bowling Green.  
H. H. Miller has charge at Bremen.  
Will. F. Handy rules at Morristown.  
A. M. Navis is principal at Dunkirk.  
W. H. Nesbit is principal at Chauncy.  
J. W. Love is principal at Knightsville.  
W. S. Walker has charge at Jonesboro.  
O. J. Andrews is at the head at Hebron.  
W. B. Van Gorder is principal at Avilla.  
C. C. Harper controls at Campbellsburg.  
J. C. McCargar is principal at Loogootee.  
C. G. White is superintendent at Decatur.  
A. E. Rowell is principal at New Carlisle.  
J. H. Cammack is principal at Centreville.  
M. E. Locke is principal at Michigantown.  
James A. Lynn is superintendent at Shoals.  
T. A. Brown has been chosen at New Ross.  
S. C. Staley has the schools at Charlottesville.  
J. G. Laird is wielding the birch at Stockwell.  
J. A. Brown is principal of the Williamsport schools.  
Geo. Bowman is principal of the schools at Reynolds.  
J. K. Stevens is in charge of the schools at Templeton.  
J. C. Weir is at the head of the schools at Leavenworth.  
Miss M. P. Bolles is principal of the Remington schools.  
H. T. Bickel is superintendent of the schools at Mitchell.  
Reason Shinaberger, Supt. of Porter county, has *resigned*.  
W. B. Dimon, from Ohio, is principal of the Crownpoint schools.  
J. F. Ervin, principal of the Austin schools, is conducting a live educational column in the Scott County Democrat.

Jasper Goodykoontz, of Tipton county, sends out monthly reports of his own designing, which are works of art.

John M. Bloss, State Supt. of Public Instruction, has so far spent most of his time visiting the various counties and lecturing. He makes a good impression wherever he goes. He is a hard worker and will make his mark in the office he is now filling.

Miss Maria P. Brace, Instructor in Elocution in Vassar College, will spend three weeks at the Indiana University, instructing the Senior and Junior Classes in Elocution. Miss Brace is a graduate of Vassar College, and also of the Boston School of Oratory. Her home is in Leavenworth, Kansas. Her work at Bloomington begins January 18th.

Chas. F. Coffin, of Westfield, has been elected to the principalship of the Connersville high school, to take the place of Geo. Vinnedge, resigned on account of ill health. It will be remembered that Mr. Coffin is the man who carried off the honors last year at the state oratorical contest, and also at the inter-state contest. He is a graduate of Asbury.

Prof. R. F. Weyher died on Tuesday evening, Dec. 20th, of quick consumption. He was buried on Thursday afternoon, Dec. 22d, the funeral services being conducted, by his request, by Prest. White, Prof. Maxwell, and Rev. Alfred Kummer. He was born in Prussia, January 16, 1834, and was consequently in his 48th year. He has been five years at Purdue.

Prof. Samuel K. Hoshour, born in York Co., Penn., Dec. 9, 1803, is believed to be the oldest active teacher in the state—he still teaches private pupils.

On the 78th anniversary of his birth-day, which occurred Dec. 9, 1881, a congregation of over 200 of his friends met at the Central Christian Church, of which he is a member, and remembered him in a cordial and substantial manner. Among those present were many of his old students.

As a part of a very interesting programme for the evening the Professor gave a sketch of his life. It will be remembered that he was once State Superintendent. He was appointed by his old pupil, Governor Morton, to fill the unexpired term of Miles J. Fletcher. He was for three years President, and for many years Professor in the North Western Christian (now Butler) University.

The Professor closed his very interesting sketch with these beautiful words :

“ During a ministry of over half a century, 480 couple—that is, 960 young people—have stood before me in matrimonial costume, to whom I spoke words of blissful import. In the presence of the num-

ber seventy-eight I feel deeply impressed. It may be the last of the series. Is it not pertinent that, in view of my proximity to a world in which there are no snams, I should voice back to my juniors in their teens, to those in their prime, to those in their meridian, that as ripe fruit is sweeter than green, so is old age sweeter than youth, provided its youth was planted in Christ. As harvest-time is brighter than seed-time, so is old age brighter than youth, provided its youth was the receptacle of good seed. As a ship entering port is happier than when leaving it, so old age is happier than youth, if the voyage is made with Christ at the helm. Use no unnatural stimuli! My life ran parallel with the nineteenth century, unrivaled for its splendid attainments in discoveries, in inventions, in commercial facilities and literary achievements. I never sailed in the swifter current, but did what I could in its quiet waters—was too timid to venture upon its rushing tide. I am thankful that my birth landed me into this century and country.

"But let us look once more on the stone that indicates my present; as I said, it may have no successor. Near the chapel, temporary abode of the departed, on a gently rising eminence, in your beautiful city of the dead, filial affection, ere long, will rear a modest stone denoting my resting place; and as you pass along to commit your dear ones to the vault, you can if your eyes are not too dim with your bereavement, read, if not in the words I now use, at least substantially: 'Here rests a believer in God, in redemption, in salvation; a friend to humanity, a brother to all believers, and an heir of glorious immortality!'"

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## COUNTY INSTITUTES.

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DUBOIS COUNTY.—In response to a call issued by County Supt. A. M. Sweeney, 115 teachers met in Jasper, Nov. 28, 1881. An organization was perfected in a few minutes, and the programme taken up. On Monday night F. J. Reinhardt delivered an able address before the teachers on "Our Free School System, the Corner-Stone of the Republic." Supt. J. M. Bloss talked to the institute on "The Elements of Success." In the evening he delivered a lecture on "The Civilization of 1301 Contrasted with the Civilization of 1881." His deep, clear reasoning, as evidenced by these scholarly lectures, and his genial and suave manners, made a lasting impression upon our teachers. W. B. Afflect delivered a lecture on Wednesday evening, his subject being, "Lost for the Want of a Word." He charged 50.00, which sum was easily raised. W. E. Lugenbeel, of the Mitchell Normal, worked for us on Thursday, and in the evening delivered a lecture, "The Story of the Rocks," which was a master-

piece of geologic research. After the close of Mr. Lugenbeel's address, Rev. G. D. Wolfe, of Huntingburg, delivered an address on the "Story of the Sea." It was highly appreciated. The institute is under obligations to E. L. Smith, of the Paoli Normal; to Drs. T. Wertz, R. M. Welman, and A. W. Bigham, for able assistance. Among our home talent the following rendered valuable aid: C. E. Clark, J. M. Pleasant, F. M. Bilderback, and J. M. Daniel.

Never in the history of institutes in the county was such interest manifested. The average attendance per day was 103.

WM. B. PIRKLE, *Secretary*.

DORA HOPE, *Asst. Secretary*.

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## POPULAR SCIENCE.

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### VACCINATION.

Small-pox is not uncommon this winter in most cities of the Mississippi Valley. There were 100 deaths in Chicago during November from this disease. Vaccination prevents it entirely, or at least modifies its action. Of the 48,000 children attending the Chicago schools, all are vaccinated, and less than a dozen have had small-pox within a period extending several years back. This speaks well for vaccination. The 10,000 children and our 200 teachers of Indianapolis schools are compelled to file with the school officers certificates of vaccination. In 1798 Dr. Edward Jenner, of Berkeley, England, announced his great discovery that the matter of small-pox is so modified by transmission through the system of the horse or cow, that when inserted into the human system it produces a light form of small-pox known as *vaccinnia*, or cow-pox. This disease once established protects fully the vaccinated person against the virulent form of the disease or small-pox proper. Bovine virus is considered safer than humanized virus, as the cow is not susceptible of syphilitic or scrofulous diseases. Jenner's life was embittered by the controversies to which his discovery led, although the House of Commons voted him ten thousand pounds. Scientific medicine has never bestowed upon humanity a more precious gift than the practice of vaccination.

A. W. Brayton, of the Indianapolis high school, has been attending the Illinois State Horticultural Society, Dec. 7th, 8th, and 9th, at Chicago, as delegate from the Indiana Society. Mr. Brayton was appointed to discuss the subject of Ozone. Ozone is the name given to a blackish powder made of 60 per cent. sulphur, 30 per cent. charcoal, and 10 per cent. cinnamon bark, prepared by a Cincinnati firm and sold for \$2.00 a  $\frac{1}{2}$  lb. package to farmers and others. It is war-

ranted to preserve any known substance from decay, from canned tomatoes to dead bodies. It is a colossal humbug and a reflection on the chemical knowledge of a people who do not know the most powerful oxidizing gas from a solid compound. As chemistry is taught more generally such frauds will become impossible.

#### RAIN OF SPIDER WEBS.

Prof. T. A. Wylie, of Bloomington, Indiana, in the Scientific American of December 17th, has a letter on a "rain of spider webs" he observed in Wisconsin the latter part of October, '81; the telegraphs and trees hung full and the air was thick with flying webs from 5 inches to 15 feet long. Another shower was seen at Bloomington September 20th, drifting in parallel lines of silver from north to south.

#### BOTANY.

Prof. Coulter, of Wabash College, and Prof. Barnes of Purdue, have published a list of the native flora of Indiana. This is the first for the state, and the teacher of analytical botany can not afford to be without it.

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### BOOK TABLE.

*Our Teachers' Guide and Scholar's Help*, is the name of a new quarterly Sunday-school help, published in Dayton, Ohio. It is edited by Rev. Asa W. Coan, editor of the Herald of Gospel Liberty. The "Notes on the Lesson," the "Questions for the Class," the "From this Lesson we may Learn," the "Authors to Consult," are all good features, and under the treatment of as able a man as is the author must prove a "guide" and a "help" indeed.

*Treasury of General Knowledge.*—Part I. Cincinnati: Van Antwerp, Bragg & Co.

We have examined this little book with increasing interest. It is suited equally well to the school or the family. It consists of a series of questions on a variety of subjects that every child should become familiar with, and their answers. The questions occupy the first half of the book, and the answers the second half, the numbers of question and answer corresponding. The advantage of separating the answers from the questions is apparent to every teacher.

The questions treated are, natural history and the human body, science and kindred topics, and a great variety of miscellaneous topics. Any teacher who gives general lessons (and every teacher should), will find this book a help. It is a book that should be in every family in which there is a child. The book will meet with a large sale if its merits can be known and appreciated.

*Friday Afternoon Speaker.*—Is a good selection of recitations, prose and verse, humorous and serious, and dialogues, edited and published by T. S. Denison, Chicago. 95 pages, in paper cover. Price 25 cents.

*Work and Play.*—By Mary J. Jacques. Published by T. S. Denison, Chicago, is a very nice children's book for both home and school. Part I. contains motion exercises, games, rhymes, etc. Part II. contains charades, pantomimes, tableaux, dialogues, recitations, etc. We have read several, and they will certainly prove attractive to children. 137 pages. Price 50 cents.

In marked contrast to the timidity and hesitation exhibited by the Sunday-school lesson publishers, in regard to making use of the New Revision for 1882, the publishers of the *National Sunday-School Teacher*, of Chicago, propose not only to publish the text of the Revision, but to follow it as it is given in the American version. This text will be given in their helps for the scholars, (the *National Quarterly*, and the *Scholar's Weekly*), and will appear side by side with the authorized version.

*The Art of School Management.*—By J. Baldwin, President of the State Normal School, Kirksville, Mo. D. Appleton & Co., New York, Publisher. A beautiful volume of 500 pages—the second of a series of three—the other two in proportion. In its suggestiveness this volume is not excelled by any other yet produced on this or any kindred subject. The subject matter is treated in ten chapters styled respectively: Educational Instrumentalities; School Organization; School Government; Courses of Study and Programme; Study and Teaching; Class Management; Examinations, Records and Graduation; Professional Education; Systematic Progress in Education; Graded Schools. Each of these abounds in terse, practical thoughts, such as could have been evolved only from the experience of a thoroughly practical teacher. It is a valuable book. H. H.

*Life and Work of James A. Garfield.*—By John C. Ridpath, LL D., of Asbury University. Published by Jones Brothers & Co., of Cincinnati. J. M. Olcott is agent for Indiana. 674 pp. Sold only on subscription.

Any one who has read Prof. Ridpath's history of the United States and is familiar with his graceful style, does not need to be told that this volume is most readable. The story of his life—boyhood, early struggles—his early manhood—his valor as a soldier—his career as a statesman—his election to the presidency—his tragic death—are detailed in the author's most graphic style. Prof. Ridpath has a faculty of seizing upon the most striking facts and presenting them in an attractive manner. So far as we have had opportunity to ex-

amine this volume it excels all others in grace and style, completeness of facts and logical arrangement. The publishers have given clear, heavy paper, beautiful type, and a tasteful binding. Excellent steel engravings of both Mr. and Mrs. Garfield are placed in the front part of the book. The cuts are generally good, but two or three of Mrs. Garfield are execrable, and should lay the publishers liable to prosecution for slander.

*Cat's Cradle* is an original book of Rhymes and Pictures for children, with Sixty Illustrations in colors. Large quarto, boards, with double cover in colors, \$2.00. The rhymes are by Edward Willett, of the literary staff of one of our New York dailies, a strikingly original genial and effective writer for the young folks. The illustrations are by Charles Kendrick, one of the best of our rising young artists, who has gained fame in connection with a celebrated humorous periodical. The plates are handsomely colored, all the work is admirably done, and it is safe to say that CAT'S CRADLE is one of the most elegant and attractive works of the kind yet produced on this side of the Atlantic.

Any child will be delighted with it, and it will adorn not only the nursery but the centre table. Published by R. Worthington, 770 Broadway, New York.

*Patterson's Common School Speller*, adapted to written lessons and accompanied by an Exercise Book. New York: Sheldon & Co. Cyrus Smith, Indianapolis, agent for Indiana.

To select from the 118,000 words found in Webster's Unabridged just the best words for children to learn and arrange them in the best way for use in the schools, is no easy task. Mr. Patterson has demonstrated his ability to perform such a task. In examining the book the following points seemed worthy of special mention: The selection of words, the arrangement, the concise and practical rules, the suggestions to teachers, the dictation exercises, the script exercises, the use of words in sentences or phrases, the addition on the fly leaves of the tables of weights and measures, the placing at the bottom of some pages forms of promissory notes, receipts, checks, etc. This is certainly a good speller.

*Yesterday With Authors.*—By James T. Fields. Boston: Houghton, Mifflin & Co.

This is a book of rare value. The author was one of America's most gifted literary men. He had hanging on his walls the portraits of the authors he knew best and loved most—most of them he knew personally. The book is a talk about these pictures and the people they represent. He says: "They are my eloquent, silent partners for life, and I trust they will dwell here as long as I do. Some of

them I have known intimately ; several of them lived in other times ; but they are all my friends and associates in a certain sense. To converse with them and of them, is one of the delights of existence, and I am never tired of answering questions about them, or gossiping of my own free will as to their every-day life and manners."

The persons to whom the book is chiefly devoted are Pope, Thackeray, Hawthorne, Dickens, Wordsworth, Miss Mitford, Barry Cornwall and some of his friends. There is a fine steel engraving of each of these. The free and easy style of the author is charming. The book is printed and bound in excellent taste and will ornament any centre table, and will be a valuable addition to any library.

**HARPERS' PUBLICATIONS.** — *Harpers' Monthly* is the oldest and perhaps the best known magazine in this country. The publishers spare no pains to secure for it the ablest contributors, and the illustrations are profuse, and by the best artists that money will employ. It is ably edited, and its readers have the benefit of the best current literature in the land.

*Harpers' Weekly.*—This is *the* illustrated weekly of this country. Nothing else within our knowledge approaches it. In the first place it is edited by Geo. William Curtis, who is one of the ablest literary men in this country. It gives the general news of the world and takes a liberal hand in independent politics. Its illustrations are of the best. Thos. Nast, who has no equal in this country as a caricaturist, is employed by the Harpers by the year, and the Weekly contains most of his work. His cartoons alone are worth the price of the paper.

*Harpers' Bazar* is the leading fashion magazine of the country. It not only keeps its readers posted as to the leading fashions, but it contains good miscellaneous reading.

*Harpers' Young People* is a weekly for boys and girls. It is just such a paper as might be expected from a House with the wealth, the facilities, the enterprise of the Harpers.

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## BUSINESS NOTICES.

If you wish to know where to find the best Tracing and Writing Books, read the advertisement of D. Appleton & Co., on another page.

**ECLECTIC ACADEMY**—A Summer School for Teachers and Advanced Students. For Catalogue, address F. M. Westhafer, Dover Hill. 12-3

Attention is called to the advertisement of the European Trip. A rare opportunity is offered at low rates. The directors and managers are responsible and obliging gentlemen.

**SPICELAND ACADEMY.**—The Winter Term of this school will begin January 2, 1882. The school is well organized, and classes so arranged that students will find this an excellent time to enter. Scholarly and experienced teachers are constantly employed. [1-11] CLARKSON DAVIS, *Principal*.

The Dixon Pencil takes the lead. They can be had of any size and of any degree of hardness. The lead is smooth and of the best quality. Their drawing pencils are recommended by the best drawing teachers in the country. For particulars see advertisement on another page.

**THE HOME AND SCHOOL VISITOR**—A sixteen page monthly, printed on book paper, expressly for boys and girls. This paper is carefully graded for supplementary reading, being perfectly adapted to the wants of the little boys or girls just beginning to read, as well as the advanced student in literature. Price 25 cents per year until Jan. 1st, 1882. After that date, 40 cents.

D. H. GOBLE, Publisher,  
Greenfield, Ind.

LEE O. HARRIS, Editor.

**WANTED**—Agents for the Life and Public Services of General Garfield, a most attractive and fascinating Biography. Price \$2.00. Liberal commissions. Teachers can readily add \$50 a month to their salaries without neglecting their schools.

A. C. SHORTRIDGE, Indianapolis.

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# INDIANA SCHOOL JOURNAL.

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## MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

INDIANAPOLIS, TUESDAY, Dec. 27, 1881.

The teachers of Indiana met in their twenty-eighth annual convention in the Board of Trade Hall, at 7:30 P. M. The meeting was called to order by the retiring president, John Cooper, superintendent of the Evansville schools.

After music, an appropriate prayer was offered by the Rev. Dr. Stott, President of Franklin College.

Gov. Porter then delivered the address of welcome:

### GOV. PORTER'S ADDRESS OF WELCOME.

I esteem it an honor to have been appointed to offer a welcome to an assembly of persons whose occupation contributes so much to the welfare and elevation of a people, and to the rank and stability of a state. Yours is a vocation that, among the professions, should take no second rank. To it we owe our nearly matchless school system. Though at the very beginning of the state the constitution declared that a general diffusion of knowledge and learning was essential to the preservation of a free government, and that it should be the duty of the legislature to establish a system of free schools, and though this provision was incorporated into the present constitution, it was forty-nine years before a state school system free from constitutional objections and really worthy of the name was adopted.

The reason in large part was that the business of teaching had not become a business for life. It had not settled into a profession. It was a temporary occupation, adopted by the persons who engaged

in it as a means of furnishing a support, whilst preparing to enter the profession of law, medicine, or theology. By the year 1865, however, the importance and dignity of the occupation had come to be more generally estimated, and it had begun to be pursued by a large number of well educated persons as a permanent business, to be followed with pride and devotion. In that year the new profession—full of knowledge, zeal, and determination—took in hand the work of establishing a better and proper school system, and the law of 1865, though in form the work of the legislature, is in fact its work. Since this system has been established the business of such meetings as this has been chiefly to discuss how the greatest amount of successful work can be achieved under it. I have witnessed the interest taken in these discussions, and their uncommon earnestness, and I am satisfied that no profession is pursued with more intelligence, assiduity, and devotion than the profession of the educator.

It is a conviction that this is so that makes it a not easy task for me to address you. It will make me say to myself constantly: "What can I know about the business of the teacher that you do not know a good deal better?"

I remember, however, that once, when I was a schoolboy, I was looking through a telescope at the planet Saturn, and was a good deal disappointed that I could hardly discern the rings. I told the astronomer of my disappointment, and he quietly remarked, "Perhaps if you will look less directly you will see them better." I averted my eye a little, and they burst upon my vision in all their brightness. I have since observed that occasionally persons, whose attention is not directly and intensely given to a subject, do get glimpses that elude those whose attention is more intense. Perhaps when in any occupation, therefore, one who is in it persuades himself that he can learn nothing from those who are outside, he had best raise all the windows that are closed and cut new windows to let in light from without. Charles Dickens, perhaps, did more to reform abuses in the English law than any lawyer of his generation. The standard work on agriculture in England for more than a century was written by a lawyer. The tile-makers are, perhaps, doing as much to promote public health as the physicians. The geologist has made the rocks overturn the old theology with reference to the time occupied in the creation of the world. The teacher may often receive useful suggestions from the plainest patron of his school.

I am sure I could not give you a valuable hint with respect to the way you should conduct the prescribed curriculum of studies. But a teacher zealous in his profession feels that to teach this narrow curriculum is almost the smallest part of his duties. He might draw his salary and do simply this, but he would feel a consciousness of professional degradation. As society now is, his sphere is much

wider and more important. A hundred things which parents should teach, and would, if they had greater knowledge and leisure, the school teacher must now teach in their place.

The business of a teacher in a common school is, as a general rule, to fit pupils to engage in the business of life as soon as they leave the school. In proportion as the knowledge taught is limited, they should be carefully instructed in the means of readily obtaining greater knowledge.

One of the earliest lessons that should be taught a child is the great value of what, without the lesson, he will be apt to regard as little things. The foundation of the most profound study of the sciences may be laid by acute observation of things which almost daily meet the eyes of a schoolboy. One of the most illustrious writers on comparative geography has said, "Wherever our home is, there lie all the materials which we need for the study of the entire globe. \* \*

\* The eye may be easily trained to see all the greater in the less. The study of our own district is the true key to the understanding of the forms and the phenomena of foreign lands. \* \* \* The very first step in a knowledge of geography is to know thoroughly the district where we live." And after giving instructive illustrations, he quotes from Humboldt, who has said: "Every little nook and shaded corner is but a reflection of the whole of nature." There is not a better way of beginning the study of geology than by observing the rocks as they appear in the railroad cuts. There is hardly a great naturalist whose first enthusiasm was not kindled by observations made in the woods at home. Some writer has said that there are no little things. And when we think how trifling were the circumstances that seem to have determined the most important events of our lives, there seems to be much truth in the saying. If one wishes to be really abased in his own esteem, let him read Shakespeare and think of the million things which he has neglected to observe, as being of too little account to fix attention, which the dramatist has clothed with the immortal charms of poetry. The poet Goethe had a habit of universal observation, outward and inward, and his mother used to say of him that "whenever her son had a grief he made a poem of it and there was an end on't." It is this instinct of minute observation and attention, and the vivid impressions left by it that give to poetry its greatest charm.

Photography has attained to such perfection that artists highly instructed in their art can catch upon the sensitive plate the exact figure of a race horse as he flies by the camera under the spur of his rider. Shakespeare's mind was like the plate of the photographer, and it caught with the vividness of a picture all that he felt, or saw, or heard, or read.

There is reason to believe that a habit of observation and attention

in an ancestor may be transmitted in the form of an instinct to a descendant, and that the means of acquiring knowledge may be mightily and wonderfully augmented if this instinct which now belongs to a few may, through habits acquired by many, be transmitted as a nearly universal inheritance.

We see, certainly, in the brute creation instances of transmission of habits of this kind in the form of instincts. The shepherd's dog, the setter, the pointer, have derived their instincts from progenitors originally taught the habits required to make them serviceable in the several occupations of their masters. The teacher should carefully teach the child the relations which seemingly little things bear to great ones, and should, in the most careful ways, cultivate in him the habit of observing minutely whatever addresses itself to his senses. Let classes be inquired of frequently with respect to what has come within the sphere of their observation in the walk to school, or in the door-yard, or in the forest, and then let the value of what has eluded observation be shown to them and clearly impressed upon their memories, until they are trained to catch, like the photographer's plate, whatever passes before their senses.

What they can learn from books should never be disparaged; on the contrary, it should be magnified. It was Sir Isaac Newton who said, "If I have seen farther than other men, it is because I have stood upon the shoulders of giants." But what they can learn outside of books, as being much less felt by them, should be greatly magnified.

The faculty of inquiring skillfully—not as the bore who persecutes, but as the complaisant man who can interest by the tact and delicacy with which he can invite reply—is one that children should be taught to cultivate. A man who is full of knowledge—and many more men than we are accustomed to suspect are full of it on some particular theme—is generally glad to pour into respectful and attentive ears what he knows. The skill is in finding what is his specialty. Ask the average man in what year Julius Cæsar was born, or Hannibal crossed the Alps, or Queen Elizabeth died, and he will want to knock you down. Of course he don't know, and you have wounded his self-esteem. But if he is an "early settler," start him on life as it was when the spot where he lives was a wilderness; or, if he is a skillful workman, upon the niceties of his art; or if a Greek scholar, upon Homer; or if an aged statesman, upon the great public men who were his early contemporaries; or, if an old habitue of the playhouse, upon Forrest, or Macready, or Hackett, or it may be Garrick, or Mrs. Siddons; or, if he is a naturalist, let your words seem to give him a sniff of the mountain air, or a glimpse of the vocal woods, and see how gladly he will pour out knowledge which a man eager to ac-

quire knowledge, and who knows how to value it, will wish ever to retain in memory.

A new art has sprung up lately—the art of interviewing. The real artist in it, when he desires to get knowledge upon any particular topic, does not go to the first person he meets, but he selects his man with skill, and wins his good will; and gets answers which come from a mind brimming with the theme, that can tell the story with spirit and piquancy. Teach the child a polite skill in the same art, and it will place many additional arrows in his quiver.

Turn the child to reading by placing before him books adapted to tender years, that season useful knowledge in the beginning with a flavor of romance—stringing the jewels of truth upon a golden thread of story; train his senses to be alert and to take an imprint of all around him; make him feel that all knowledge is related, and that it is in the air and everywhere. Show him that things are not important according to their seeming bulk; let him be skillful how to seek from the lips of persons whom he meets in every walk of life their best knowledge, and what bounds shall be set to his attainments?

The great mass of children who go out from the schools go out to enter into the more inconspicuous occupations. According to the too theatrical view which is now taken of life, the aspiring youth is made to feel that to get bread is all there is to hope for in such occupations, and that he is shut out from the fields of usefulness and honor. This grave and injurious error should be corrected. It is not the showy occupations that work the chief changes by which society is improved or governments made better. There is many an obscure man, working in his shop or laboratory, through whose soiled windows no note of applause has ever entered, who is doing far more in working beneficent changes in the world than many a politician whom 'crowds follow and cheer, and who, possibly, may imagine himself to be one of the great social and civic forces. Those out of whose minds sprang the telegraph, the telephone, the flanged wheel and the T-rail, shall they not be recognized as greater social forces, when we shall come carefully to trace results, than any statesman who lived contemporary with them? A lady introduced to M. Thiers said to him: "You are much smaller, Sir, than I had supposed." "Madam," replied he, "I look much larger at a distance." Let it be your ambition to educate men who, though they may not greatly win ephemeral applause, shall have a fame which the recurring years will throw ever more and more into the foreground.

It is hard for one not within your profession to summon resolution to address persons so thoroughly equipped for their duties as yourselves, but when he begins the theme is apt so to grow and to glow that it is hard for him to avoid prolixity. He must be esteemed hap-

piest whose occupation, when he has laid it down in the fullness of years, furnishes him the most pleasing retrospect. Whose retrospect can be more freighted with cheering and animating recollections than that of the teacher, who, withdrawing from his profession, crowned with laborious years, and conscious of work well and highly done, can remember what he has seen in the bud, the blossom, and the fruit?

The retiring President, Mr. Cooper, made the response to the address of the Governor. He said:

It is pleasant to reflect that the State Teachers' Association is regarded as more than an ordinary body. It was organized in the year 1854, and our present meeting is the 28th. We have met in nearly all the principal cities of the state, and it is encouraging to us to reflect that wherever we have gone we have received a hearty welcome. The Association has been instrumental in aiding the cause of education. It has stimulated teachers to self-improvement; it has furnished us correct knowledge with regard to the position, qualifications and compensation of teachers; it has disseminated important knowledge concerning school economy and advanced methods of instruction, discipline, and school management. It has done much to keep alive a sense of the value and importance of an efficient system of public schools.

Mr. Cooper then introduced the President-elect, Mr. H. B. Jacobs, who proceeded to deliver the inaugural address, of which the following is an outline:

#### PRESIDENT JACOBS'S ADDRESS.

President Jacobs's inaugural address was lengthy and covered a large field of educational matters. He said he appreciated the honor put upon him by being selected to preside over an association that had its beginning over a quarter of a century ago and had done so much to raise Indiana to the high position in educational affairs she now occupies among her sister States of this great Republic. No state has made more progress in the development of her free school system during the past twenty years than has Indiana. He discussed this improvement at length, and said whatever had been accomplished during the past, there is still great work yet to be done. New fields of thought are constantly being opened, and new inventions and discoveries being made. Besides the rapid progress as a Nation great and radical changes in thought and circumstances were noticeable. Nations and Institutions change as they develop. Time has shown up defects in the fundamental laws of the land not dreamed of by our forefathers, and arising exigencies require a

charge. The thoughts of statesmen change on great questions of government—now they are Bourbon Democrats and now they are Stalwart Republicans; now they are protectionists and now they are free traders; now they are Tories and now they are Liberalists. Theologians have changed their minds on grave questions affecting the destiny of man. Our public school system has not yet reached perfection. The fact that we have criticism is a pretty sure fact that there is something to criticise; we should not deceive ourselves by believing that our Richard Grant Whites and Gail Hamiltons are harmless in what they say and write. It behooves us educators to inquire what are the demands of the hour. We must reform the school system, if reform is necessary. The free school system is eminently an American institution. It is a plant of indigenous growth, whose development is to be reached, not by force or unnatural means, but by careful and philosophically arranged appliances. All true modes of education must proceed in exact harmony with the nature, design and growth of man's faculties.

The speaker referred to the great advantages of education to man in whatever field of labor he might be called, and gave striking examples to illustrate the fact. All boys are not expected to become philosophers or statesmen, but it is the duty of the state to give every child the highest education that his taste, capacity and inclination will lead him to obtain within a reasonable period of scholastic life. For our future greatness woman's influence must be felt everywhere. Statesmen may rule America, but our educated women will rule our statesmen. Give us educated mothers—mothers who will sit with their tender offspring and tell them of the babe in the manger; instil pure thoughts and cultivate holy aspirations, and we will soon be rid of the vice and crime of which we now complain.

He closed his address, which included many fine points of educational interest not mentioned, by asking the support of the Association in discharging the duties of the Chair. Professor Jacobs is an earnest and forcible talker, and commanded the closest attention of the Association during the reading of his masterly production.

#### MISCELLANEOUS BUSINESS.

Miscellaneous business being in order, Samuel E. Harwood, superintendent of the Spencer schools, was elected Assistant Recording Secretary, and Mr. Geo. P. Brown Railroad Secretary.

W. A. Bell then suggested that all present would be glad to hear a few words from Lieut. Gov. Hanna.

Mr. Hanna said that the Superintendent of Public Instruction had invited him to take a seat on the platform by way of *ornament*. He had not expected to make a speech, and did not think he would. If

there is any one thing teachers should impress upon the minds of their pupils, it is, never to talk unless they have something to say. It is never the duty of the Lieutenant Governor to do any thing in this line when the Governor is present. From the applause given the Governor, teachers must have thought he had done his duty and done it well. He would also refer them to the excellent address of the President, and having done this would resume his position on the platform as an *ornament*. [General applause.]

A motion was adopted that the President appoint a committee of five on Resolutions. He said the names of the committee would be announced Wednesday morning.

Adjourned to meet Wednesday, the 28th, at 9:00 A. M.

WEDNESDAY MORNING SESSION.—The Association was called to order by the President. The exercises were opened with prayer by the Rev. Dr. Fisher, of Hanover College.

The President then announced the names of the Committee on Resolutions, as follows: Geo. P. Brown, H. S. Tarbell, John N. Payne, J. C. Macpherson, Charles P. Doney.

Two Assistant Railroad Secretaries then were appointed, G. G. Kenaston, Supt. Attica schools, and D. S. Kelley, Supt. Jeffersonville schools.

E. H. Butler, Chairman of the Executive Committee, then announced the change which was made in the amount of the annual membership fee last year, and that all old members are to pay fifty cents annually. The fee for new members had not been changed—\$1.00 for gentlemen and 50 cents for ladies. [By mistake the Secretary had failed to notice that change in the minutes of last year.]

J. P. Mather, of Warsaw, and R. C. Duncan, of Oakland, were selected Assistant Enrolling Clerks.

T. J. Charlton, Supt. State Reform School, Plainfield, then read an interesting paper on "The Management of Bad Boys." [Readers of the Journal will have the benefit of this paper in full, in a future number.]

The discussion of the subject was opened by J. Warren McBroom, Supt. of public schools, Covington, Ind. He said:

In listening to this paper you have noticed that the subject presents two phases. First, how are we to manage bad boys so as to get them

into school—the general question of truancy and absenteeism. Second, how are we to manage these boys after we get them into the school.

The first question is of interest to us as it is to all good citizens of Indiana. The second question is of special and practical interest to us as teachers. Is it not a valid criticism upon this most excellent paper to say that it deals with the first phase of this subject, and hardly so much as attempts to break ground on the second phase of it? And yet, if there is a man in the State of Indiana qualified to speak with authority as to how bad boys are to be managed, that man is the writer of the paper under discussion. If you doubt it you should do what I had the pleasure of doing yesterday—spend a day with him and his boys at Plainfield, and note the work that he is doing there. You will be at once impressed with one thing that you will notice there. Whenever one of the boys has occasion to address the Superintendent, he calls him "Brother Charlton." It is evident that they are all his little brothers. He is their "*big* brother." [Applause.]

But if this paper had given us a recipe for the management of bad boys, what then? When asked with what he mixed his colors to make them so beautiful, the great artist replied, *brains*. In following any recipe for school management, it must be borne in mind that there is one ingredient that we as teachers must supply—a personality of power, a power of personality.

Let us regard the solar system as a model school, moving in matchless obedience to the principle of gravitation, and the laws of Kepler. But if you take away the great Sun from the master's place, or put in his stead the Moon, or Venus, or Mars, or make the Sun one pound lighter than all the planets, and satellites, and meteors, and comets, taken together—what then? Will the big boy Jupiter obey the principle of gravitation, or the erratic Neptune heed the laws of Kepler? Even so must the personality of the teacher outweigh all the complex personalities of the school.

Emerson says: "We have a half belief that a person is possible that can counterpoise all other persons. We believe that there may be a man who is a match for events, one who never found his match, against whom other men being dashed are broken, a man of inexhaustible personal resources, that can give you any odds and beat you."

Such a man was the wily Ulysses, the inventor of the Trojan horse, and the real conqueror of Troy; the only man that ever heard the singing of the Sirens and brought himself in safety from the enchanted shores. Such a man also was Julius Cæsar. Such a man was Napoleon Bonaparte. Such a man was Fenimore Cooper's Spy of the Neutral Ground, as those of you know who have read the story, "A man," as Emerson says, "who could never be discon-

certed, and so could never play his last card, but always had a reserve of power when he had hit his mark." Such a man also was Dr. Arnold of Rugby. And such a man was the Hoosier Schoolmaster, as sketched by the hand of Eggleston. And such a power of personality must every schoolmaster possess, in greater or less degree, and then the problem under discussion will have found its own solution. I use the word "schoolmaster" from preference. Schoolteacher is good enough, but schoolmaster is better.

But, you are ready to ask, what are the elements of this personality of power? We might almost as readily enter upon the analysis of the rose expecting to find the secret of its aroma. But an expression in the paper suggests that there is one important element in this power that needs to be emphasized here and now. The writer says that any teacher in the Reform School who should punish a boy *in anger*, would for that reason be removed. Now, I am not prepared to say that the rule is not a good one; but I do feel safe in saying that so far as my observation goes, where one teacher makes a mistake by showing too much fire in the management of school, twenty fail from an opposite fault. This may not have been true in the school days of our fathers. But through the influence of the teaching that we get from our writers on school management, and from what we hear at our institutes, and associations, and normal schools, I verily believe that our failures are at present in the other direction. Let me make myself plain by giving a bit of my own observation. Not long ago I was visiting a high school in one of the cities of a neighboring state. The principal was a man of most polished manners and pleasing address. The superintendent said that he was a thorough scholar; and yet it did not take long to see that in that school he was powerless. All the boys were bad boys, and all the girls were bad girls. When the teacher said, "I must have quiet before this recitation can proceed," they all cleared their throats and scraped the floor with their feet. I noticed that when the teacher spoke, it was in the kindest tone, and with the gentlest manner. That school needed to see in the teacher's eye, what Gen. Lee saw in the eye of Washington on the battle field of Monmouth. [Applause]

When J. G. Holland was a young man he took charge of the schools of Vicksburg. He had been warned that it would not do to try to bring some of the big boys of the city under control. At that time it was no uncommon thing in the Southwest for a teacher to be shot down for attempting to enforce proper rules of discipline. But young Holland did not flinch from the full performance of his duty. One day as he was going to the post-office he saw a band of the worst boys waiting for him. In front was their leader, armed with a club, a great burly ruffian who had been chastened for some misde-

meanor. The young teacher advanced to meet them, his eye flashing, his breast heaving, his cheek pale, his hands clenched. At his approach they turned and fled. They could not bear the terrible eye of the indignant master. It was chaff swept away by a storm of righteous indignation. When the storm had passed the teacher found his nails had cut into his palms, so tight had his fists been clenched.

I want it understood that I make no apology for the fretful, nervous schoolma'am, nor for the scolding, storming, dyspeptic schoolmaster. I do not deny that anger is dynamite, and dynamite is dangerous. But you can not blow up Hell Gate without dynamite. [Great applause.]

H. S. McRae said that the wise parents, teachers, and the wise state, will foresee evil with a view of prevention, in order that an expensive mode of cure may be avoided. How can we logically say we are in favor of compulsory education when we are asking school boards to adopt regulations for the exclusion of pupils for a certain number of offenses? We occupy an absurd position when we exclude pupils from school on account of tardiness or absence. In reference to this much can be done without compulsory law.

There are two methods of management of the young; one is positive, and the other is negative. The negative method does a great deal of threatening, while the positive method proceeds on the principle that

"While the lamp holds out to burn,  
The vilest sinner may return."

He did not agree with the statement made in the paper that the number of bad boys is on the increase. The bad boy may be regarded as one who is not adapted to the surroundings of our modern civilization. We all have by inheritance the tendencies and impulses of the primitive man. Boys need to be instructed as the world as a whole has been educated. There may be instances when dynamite is necessary, but have we not moral force enough? There is another method, one which requires more patience. Wise nature is patient, and moves silently. The motto of the villain is "dynamite;" the motto of the humanitarian is, "The constant dropping wears away the stone."

Hon. B. C. Hobbs thought the most effective plan would be to have primary reform schools in different parts of the state, so that all minor children in the county poor houses may be taken out of those places, and placed under good moral training, and under the inspiration of good society, with the hope that they may grow to be good citizens of the state. The best economy is to prevent crime, instead of punishing it after it is committed.

On motion, each person taking part in the general discussions was limited to five minutes.

After a ten-minute recess, Miss Isabel King, of the Indianapolis Training School, read a paper. Her subject was "Work." [This will be published in full in the Journal.] The paper was briefly discussed by Messrs. Geo. P. Brown, L. H. Jones, and W. A. Bell.

On motion of Mr. McRae, a committee was appointed on the Employment of Teachers, namely: H. S. McRae, L. P. Harlan, and J. T. Merrill.

On motion of E. H. Butler, the following committee was appointed to prepare a memorial on the life and character of W. D. Henkle, deceased, a charter member of this Association: Hiram Hadley, B. C. Hobbs, E. E. White, John M. Bloss, and W. A. Bell.

**AFTERNOON SESSION.**—The Association was called to order by the President. Nine young Misses from the Indianapolis schools sang a song entitled, "Evening Devotion," under the direction of Prof. Loomis. This was heartily applauded.

B. C. Hobbs was then introduced as one of the fathers in education, who had come to talk upon the

**"PRIMITIVE DAYS OF SCHOOL TEACHING IN INDIANA."**

He reviewed the progress of education from the early days of our state. He referred to Eggleston's "Hoosier Schoolmaster," and said that many incidents given in that, if not literally true, had their foundation in fact. He also spoke of the days when the itinerant schoolmaster was abroad in the land. Writing schools were wonderful instruments of rapid improvement in penmanship. Grammar must also be taught in a hurry. Young and old would join these classes, and recite in concert. And when they were through the teacher would try to make them believe they had learned all that it was important for them to know. Then Geography teachers, and lecturers with magic lanterns came along. Afterward lecturers on Physiology, and then all the "'ologies" fell into line. About that time the "Professors" began to come out, and it was wonderful how many "Professors" there were in those days. In all this progressive work, this anxiety to be and do something, there was an aspiration at the bottom of it all.

The spelling schools should not be overlooked. What a proud

thing it was for a boy to stand by a pretty girl and go above her  
But it was with a different feeling when she went above him. Quot-  
ing from Whittier :

" He saw her lift her eyes, he felt  
The soft hand's light caressing,  
And heard the tremble of her voice  
As if a fault confessing.

" I'm sorry that I spelt the word ;  
I hate to go above you ;  
Because"—the brown eyes lower fell—  
" Because, you see, I love you !"  
Still memory to a gray-haired man  
That sweet child face is showing,  
Dear girl ! the grasses on her grave  
Have forty years been growing.

He lives to learn, in life's hard school,  
How few who pass above him,  
Lament their triumph and his loss,  
Like her—because they love him."

Dr. R. T. Brown said that he had the position of Examiner in Fayette county, from 1832 to 1839, under the old school law of Indiana. In the space of seven years, he never had one female candidate for a position in the public schools. This shows the progress of the period since 1840.

Prof. S. K. Hoshour was then introduced as a "Father of the fathers" among educators. He said :

Your annual meeting in this city, the capital of one of the greatest states in the Union, is always a matter of interest to me. I do not know that I am a member of your Association, but I love it because it represents a vocation in which I have spent the most and the best of my days. I enjoy the cultured sayings that at assemblies of this kind are usually expressed. Then I enjoy the *esprit de corps* that manifests itself in your discussions. I am one of the old class of teachers, sometimes holding to one regime and sometimes another. I claim to be the oldest teacher in the state. We old men are relics of a past generation of the teaching profession ; feeble representatives of an obsolete dynasty. I sometimes think that I and my old associates survive to verify the theory that the survival of the fittest is an economy of nature.

I said that your vocation is always interesting to me. I ought not to have said vocation, but profession. If the avocation of the healers of our diseases, the defenders of our rights of property and person,

or the expounders of theology is entitled to the rank of a profession, this undoubtedly is. I can find no vocation, no profession that must be as impressive upon the interest of society as the teaching profession is. All other professions have to do with externalities—your profession has to do with the most distinctive element of man. May you be successful in it. The voices of us old teachers will soon have passed away. We hope your success in various departments may be such that the pillars of the Republic may be strengthened, and that the civilization and high interests of our country will be promoted to ages to come. We lived to cherish this Republic long before you enjoyed its benefits.

Dr. Irwin, of Fort Wayne, was called upon for a speech. Said he knew but little of the early schools of Indiana, but he could remember well the early schools of Pennsylvania. Gave some amusing accounts of the Christmas fun he had when he was a boy.

After recess, Mrs. Mary H. Hunt, of Boston, Mass., delivered an address on the subject of

**“TEMPERANCE AND THE PUBLIC SCHOOLS.”**

It was an excellent address, frequently applauded, and more than once brought tears to the eyes of a large portion of the audience. It was delivered without manuscript, and only a brief outline can here be given :

She referred to this as the Humanitarian age. There never was a time when all men's weal was so many men's care as to-day. Nearly all the insanity and idiocy cared for in our asylums, and ninety per cent. of the crimes committed in our land, can be traced back to the saloons. Yet the men on trial in the police courts on Monday morning for crimes committed on Sunday—which is high carnival day with them—are found to have bought their liquor at licensed selling places. It was legally sold, legally bought, and certainly the men were legally drunk ; yet the state sentences and imprisons them. She was glad that women had nothing to do with making such laws ; it would have been said, “That is just like women.”

This is a scientific age as well as a humanitarian age. Science shows us truths as old as sin and death. She shows us that in alcohol there is poison. Alcohol has so strong an affinity for water that it takes the water from the tissues of the body, leaving them parched and dry. And even in the moderate drinker it so affects the blood corpuscles that their form can readily be distinguished when sub-

jected to the microscopic view from those of the man who does not drink at all.

Alcohol is also a brain poison. If Indiana should enact a law that would make every man and woman who uses intoxicating drinks liable to disease, and say that the children of those men and women should start down on a lower plane of life, who would vote for such a law? There is a legislature above that has made such a law as that, and that said, "I will visit the iniquity of the fathers upon the children to the third and fourth generations." The legislation above does not change with reference to our legislation. Our law should be in harmony with God's law.

But we are a Republic. Ours is a government for the people and by the people. Will it not represent the people? The majority of the people think a little alcohol is a good thing. It is one of the weaknesses of a republican government that the vices as well as the virtues of the people will appear in its legislation.

Thank God we have an institution that reaches the masses in childhood, and that is our public schools. They are there getting the intelligent stamp of American citizens, and that is the only salvation of our country.

You have put into the schools the teaching of physiology. Girls and boys know the danger of living in unventilated rooms; they know the per cent. of nutrition in the different grains, why should they not know the percentage of alcohol in wine, beer, and cider, and just what it does for the blood corpuscles?

Teachers, the destinies of this nation are in your hands, as they are in the hands of no other persons in the land. You have all classes under your tuition, and if we are ever to have an age of sobriety, when these boys of ours are to be free from the taint of alcohol and tobacco, it will be through what you teachers are able to do. The price of a republican government is self-control in the individual, and that must be based upon intelligence. He who spake as never man spake has said, "They shall walk in light and not in darkness."

She recommended the introduction of Dr. Richardson's Text-book on Temperance in the advanced classes of high-schools, and Miss Colman's "Alcohol and Hygiene" in the lower grade, and closed by saying: When the bells of our churches and schools shall ring out the peals of total abstinence, then we will come up to the measure of what God intended we should be.

Mr. L. H. Jones opened the discussion of the subject. He did not believe that at the present time teachers have time or place for a specific work in temperance. The subject gives us two classes of views, one of which follows in connection with physiology; the other facts apply to moral instruction, and should be given in that connec-

tion. The physiological facts should be reduced to the simplest possible number. 1. All fermented liquors contain alcohol. 2. Alcohol renders the tissues unfit for the use of the body. 3. It shrivels the blood corpuscles. 4. It so influences the brain that it is unable to perform its functions. These facts ought to be taught in the school room as simple facts of physiology, and they should not only be taught, but impressed.

The moral questions are with regard to the influence of alcohol upon the mind. 1. A gradual weakening of the soul power of the individual, which makes him fail to overcome the tastes formed by moderate drink. 2. The inability to use aright his means. 3. His loss of self-respect. These are questions of morals, and should be impressed as such.

Mrs. Wallace was invited to address the Association. She said:

I have neither time, strength, nor wisdom to address you on the the scientific phase of this subject. I have only one remark to make in reply to Mr. Jones' plea of "lack of time." Let us *take* time for that which is most important, and lay that which is of less importance on the shelf. If our children would go to school four, eight, or twelve years, and come out sober, law-abiding, industrious, and nothing else, it would be better for them even if they are ignorant of all the other points which we consider so important. *Take time* for that which interests not only this nation, but the nations of the earth!

E. E. Smith moved that a committee be appointed to send greeting to the Associations of Michigan and Illinois. E. E. Smith and J. J. Mills were appointed.

WEDNESDAY EVENING SESSION.—The exercises of the evening were opened with music. The Committee on Election of Officers was then appointed.

After a song by a quartet, President Jacobs introduced the speaker of the evening, Prof. D. F. DeWolfe, State School Commissioner of Ohio, who delivered the annual address on

**"TEACHING—ITS RELATION TO OTHER SCHOOL QUESTIONS."**

He said that it was no common pleasure for him to meet with his friends and co-workers in this city, which is the mother of many good things in the common schools, and which is the metropolis of a school system and law to which other states are compelled to look for leadership in their work. He spoke of the rank which school teachers, as an element in society, are generally given, and mentioned the

wrongs that are likely to come from improper estimation. The advancement of all the sciences and arts is in ratio to our knowledge of their causes and characters. As the railroad and telegraph are dependent upon each other, although eminently distinct, so are, all social sequences inter-dependent. The great need of to-day is a better qualified class of teachers. This is a day of exact sciences, and we, to be successful, must apply this knowledge to our work. The influence of the teacher's profession is often lost by a distribution of its most potent forces. There is a lack of organization and unity of action. No one man is able to successfully oppose the draft that every vocation calls to itself from all others. When the true relation of the teacher to society and to the state are better known, there will be a popular reform that will lead to that special instruction that will tend to the elevation of the profession. In the educational field there are awaiting development large and incomprehensible results that we do not now understand. The necessity of co-operation and harmony of action among the teachers was urged in the strongest terms.

President White, of Purdue University, then announced that owing to other duties he had not been able to prepare the paper for which his name appeared on the programme.

**THURSDAY MORNING SESSION.**—Prayer was offered by Rev. J. H. Martin, Supt. of the Madison schools. Miss Minnie Gates sang a solo, "My Love has gone a Sailing."

The following telegram was then read:

"SPRINGFIELD, ILL., Dec. 27, 1881.

"The pedagogues of the Sucker State greet their Hoosier brethren.

A. C. COURTNEY,

"Sec. Ill. State Teachers' Ass'n."

The next exercise was a paper on "School and Skill," by Eli F. Brown, Professor of Natural Science, State Normal School, Terre Haute. As this paper will be published in full in the Journal, an outline need not be given here.

Mrs. Emma Mont. McRae was expected to open the discussion of this subject, but was not present. Prof. J. Mickleborough, of the Cincinnati High School, was introduced. He said:

I came here to listen, to learn, to assimilate and to grow. You know well the important position Indiana occupies politically and educationally. It would seem that it would only be necessary for

this state to take a pinch of snuff to make the whole nation sneeze. We are pointing to your educational system, believing it will strengthen us to bring about like legislation.

A word about teachers' certificates. Very few teachers' examinations test thoroughly the qualifications of the teacher. They test the scholarship, but fail to ascertain the important fact, Has this person a knowledge of the mind that is to be taught? Does he know anything about the science of education? Has he any aptitude for the work? These qualifications should be tested, and no one permitted to enter the teachers' ranks without them. There is a Science of Education, having two great corner stones, Psychology and Physiology. All its principles must agree with the principles of these. There must be a philosophy underlying your methods; a philosophy which can not be picked up in a week, a day, or an hour. We should see that persons who present themselves as teachers have this knowledge. What will it do for them? Will it mark their papers on examination, or increase their salary? It will do many of these things indirectly. It will shine out in the darkness as a great head-light, showing you the way you must go if you would solve these educational problems successfully. It will place you in the position in which your work can be most effective.

I would give very little for a teacher who was prepared simply under a course of lectures. You must have your practice schools, and have your students put right to the work. That is another way in which you can test whether a person has actual ability as a teacher. You will always find persons who want to bring into schools many things that are irrelevant. Temperance, religion, and politics are good things, but they have no place in the school room. The Science of Education properly applied will correct these things. I believe one of the best things you can have is a real true man or woman in the school room, and you will have one of the great factors toward having good moral training in your school.

J. M. Strasburg, of the Richmond High School, and J. C. Macpherson took part in the discussion.

A. C. Goodwin spoke in defence of the teachers who are unable to obtain a license for more than six months. Especially the teacher of the primary grade, who has to deal with subjects in a manner she has not before thought of. These require much study as to how they shall be presented to the little ones. She goes into school with a six months' license, and at the end of the term does not know any more about Geography, History, and Grammar, technically, than she did before. She takes three or four weeks from her vacation to prepare for examination, and after all gets another six months' license. And yet that teacher, year after year is doing the best work in the county.

This so affects her that she can not do justice to herself. The six months' teachers must not be dropped.

J. M. Wallace said that lack of permanency in this profession is one of the great difficulties in securing uniformity. The average life of the teacher being three or four years, and the average of the county superintendent two years.

Mr. Hunter moved that a committee of three be appointed to investigate the finances of the Association. J. T. Merrill, J. C. Macpherson, and J. K. Waltz were appointed on this committee.

After recess, "The Friar of Orders Gray" was sung by Mr. Fred. Loomis. This was one of the best musical treats of the session.

Prof. Walter R. Houghton, of the State University, presented a paper on "The Union of Our Public School Systems."

He stated that a <sup>disintegration</sup> very small per cent. of the pupils in our district schools ever enter our high schools, and that a still smaller per cent. enter the university. He thinks that the cause is that to enter each the pupil must pass an examination in all the branches below it. The remedy that will harmonize these institutions is grading the district school and giving a diploma to those who complete the course, this diploma to admit its holder to the high school; that the colleges admit, without examination, pupils who present a high school diploma. He further stated that all the county superintendents have expressed themselves in favor of this plan, and that the high schools and colleges are as much in favor of it as could be expected, and thinks that the success of Ann Arbor University is due to a similar plan. The principal hindrance to the plan is the want of high schools in some counties, and the work of others being too low.

The discussion of this paper was opened by Supt. Treudley, of the Union City schools. He indorsed the paper, and said that it seemed to him that the unification of our systems should not be a question, but that the method of unification should be, and is, the real question. He emphasized the fact that there is a close logical relation existing between the different departments.

He was followed by Pres. E. E. White, of Purdue University. He thinks the union desirable, but also thinks the deficiency of our secondary schools is a serious difficulty. While he favored the divorcing of the preparatory schools from the colleges, he said it is a cheaper and shorter way to prepare for college than to take the high school course. He says that a great deal of teaching of science in many high schools, without proper apparatus, rather retards the pupil than advances him, and makes his college study on the same subject uninteresting.

**THURSDAY AFTERNOON SESSION.**—In the absence of President Jacobs, the Association was called to order by Vice-President W. A. Bell.

The following telegram was then read :

“Teachers of Michigan---four hundred strong—in session, send greeting.

A. D. THOMPSON,

“Sec’y Mich. Teachers’ Ass’n.”

A paper on “Conscience Training in the Public Schools” was then read by J. J. Mills, Asst. Supt. Indianapolis public schools. This excellent paper will be published in full in the School Journal.

A. P. Kent, Supt. Elkhart Public Schools, opened the discussion of this paper.

He urged the remembrance that something was to be done in the schools beyond teaching—the children are to be nurtured and nourished, and fitted for citizenship, so that girls, as well as boys, understand their proper relations towards the state. And in order to do this the personal and moral traits of each individual child must be studied and understood as far as possible, so that the proper courtesy and fair treatment of those with whom they meet in after life may be constantly taught and illustrated during the school career.

Mr. Hadley then presented the report of the Committee on the death of W. D. Henkle.

#### IN MEMORIAM.

This Association records the following minute in memory of the late Prof. WILLIAM DOWNS HENKLE, who died at his home in Salem, Ohio, November 21, 1881 :

Mr. Henkle was born in Springfield, Ohio, October 8, 1828. In 1835 his father died, leaving, in indigent circumstances, a widow, three daughters, and one son, William, then seven years of age. In the last named an unusual fondness for books and an intense thirst for knowledge was early developed. After successfully enduring the privations and struggles usually incident to such a boy surrounded by such difficulties, when sixteen years of age, he began teaching, and until the time of his death, as teacher, lecturer, superintendent, or editor, he was an instructor.

After various experiences in teaching, during which time he industriously availed himself of every opportunity to acquire more knowledge, in 1854 he removed to Indiana and remained five years, leaving in 1859.

During these years he occupied successively the positions of Principal of Greenmount Seminary, near Richmond, Superintendent of the Public Schools of Richmond, and Editor of the Indiana School Journal. Whilst at Greenmount, when less than thirty years of age, he prepared his University Algebra, a text-book of very high order.

At this time his devotion to the cause of popular education was manifested by the leading part he took in the organization and support of the Wayne County Teachers' Association. This Association, through the impetus which he, more than all others, imparted to it, held, without interruption, its meetings monthly for more than ten consecutive years, and set in motion educational forces that have contributed largely, not only to the enviable rank that Wayne county holds, but to the educational progress of the whole state.

He was a charter member of the Indiana State Teachers' Association, and contributed largely to its various interests.

He came among us rather before the dawn of the morning that has, during the past quarter of a century, gradually opened into the noon-day brightness of the present. Then darkness rested heavily on the educational spirit of Indiana. On our records his name heads the list of honored ones who in those trying hours pledged financial support adequate to sustain and keep in the field a State Educational Agent.

Wherever men and women gathered in the interests of education, he was found, and his wise counsels were always sought and respected. In 1859 the decision of our Supreme Court, adverse to the interests of popular education, compelled him and some other prominent educators to seek more inviting fields of labor. In his own language he availed himself of one privilege not declared unconstitutional, viz., emigration from the state. He returned to Ohio. From this date forward he filled with ability many honorable and important positions. In Ohio he was successively Professor of Mathematics in the Lebanon Normal School, Superintendent of Lebanon public schools, Superintendent of Salem public schools, State School Commissioner, and Editor and Proprietor of "Notes and Queries" and "Ohio Educational Monthly." He was also an active member of the National Educational Association, and since 1875 its efficient Secretary.

Both in the breadth and the depth of his scholarship he had no superior in the profession. Better known as a mathematician, yet his knowledge of Language was superior to that of the Mathematics. Added to these, his purity of life and character at all times shone with great brightness. "With charity for all and malice toward none," he won the love of all who knew him. His scholarly attainments, his reputation, and his labors are national, and we, in common with those of other states, mourn his loss.

We desire to bear our testimony to his eminent and unselfish services to the cause we represent; to his profound scholarship and varied attainments; to his uniform kindness of heart and social qualities; to his broad philanthropy which knew all men as brethren and God as the Father of them all; and to his conscientious, upright, moral and religious character.

Signed:

HIRAM HADLEY, E. E. WHITE,  
B. C. HOBBS, JOHN M. BLOSS,  
WM. A. BELL.

President E. E. White then said:

I have been requested to add a word to this tribute, as many in the audience know that for over twenty years my relations to Dr. Henkle have been very intimate. I have seen in him only that which I could admire, and as years have passed our friendship has widened and deepened. Of all men in my acquaintance he was the purest in his thought, and most unselfish in his life, always glad to help those who needed help, but never thought of help for himself.

Of all the scholars I have met during these twenty years, I have never seen his superior. You could touch no subject in general scholarship in which he was not master. He was a remarkable linguist, speaking five languages and reading nine, and having a fair knowledge of Chinese, and his knowledge of the English language was perhaps more accurate than that of any other American scholar. To him, perhaps, more than to any other, we owe correct views respecting English Grammar. I have felt, in his presence, how insignificant were the common text-books in this department. While common grammarians might think I tripped, I knew he would justify me. If I said, "It is me," I knew he could show that it was better usage than "It is I."

His life is to me, and perhaps to you, an inspiration. It shows that he who wills, need not be ignorant. When that pure life went out, there was sorrow in more hearts in our fraternity than has been awakened by the death of any man except Horace Mann. And yet so quiet was that life that few knew him who did not come into close contact with him in private relations. Of all the men with whom I have labored in our great avocation for promoting education, his presence will be most missed. And it is a cause of rejoicing to-day that Indiana can unite with Ohio in sorrow for this great loss.

Mr. Josiah Hurty, now of Paris, Ill., who also spoke with reference to the deceased, said that if he could repeat word for word what had been said, it would be his exact sentiments. He felt that he had lost a dear and valuable friend. In all the history of the State Association, there was hardly an important resolution passed in which he had not taken a part in putting forward. This may be seen from the

records of the Association from its organization in 1854 up to the time Mr. Henkle left the state.

Mr. Hadley moved that the memorial be adopted as the sentiment of the Association; which was done by a rising vote.

Miss Minnie Gage then gave a recitation entitled, "Bessie," in which she displayed rare elocutionary talent, especially for one so young.

Miss A. Kate Huron read a paper on "The Relation of School and Home." She said:

He serves the future best, who best cares for the present of the children. The lives of the children of to-day will be what the homes and the schools of to-day make them. First the authority of the home and the school disregarded, then the rights of society and the laws of the country are defied. Throughout the land are acres of homes teeming with ignorance and vice. Ignorance not only of the truths of science, mathematics and language, but of the principles of honesty, sobriety and industry, and of their duties to each other or to their neighbors. Such homes are the origin of most of the great catalogue of crimes that crowd the columns of the daily papers. The relation of the school to such homes must be that of reformer. Not less of books, but more of questions of everyday living, of general culture, of right motives for action, should be taught. Not less attention to the institutes of state, but more to the foundations of homes. Truly happy homes can only result in good citizens.

There are training schools for teachers; journals, institutes, lectures, and books on methods, and on every hand the sacredness of the work and of the material with which we have to deal, is held before us, so that he who essays to instruct the young mind (in the capacity of teacher) does tremble. But what is the course of training or preparation through which the founders of homes must pass? Who impresses upon their minds the sacredness and solemnity of the step when man and woman stand before God and say, "We will found a home?" Instead of being looked upon as an institution requiring special preparation and talents, marriage is treated as a game, a farce. From the time infants can lisp, they are talked to about beaux and sweet-hearts. And through the years of childhood, girlhood and early womanhood, the idea that there is but one thing for which woman is born into the world is kept before the minds of our girls. The execution of witches, the inquisitions of the early Church, were scarcely held more menacingly than is this bolt which society holds over woman's head, rendered more terrifying by the peculiar intonation that always accompanies the words "old maid." The result too frequently is that our girls in an infatuation which

they miscall love, rush blindly into marriage before they are physically, mentally, or morally competent to discharge the duties that at once accumulate about them.

The public platform, the pulpit, the newspapers, the magazines, are all calling loudly for true, upright men, and the possibilities which life holds out for young men are impressively dwelt upon. The ambition of the young man is appealed to in such a way that if he has a particle of pride, he will be made to feel that in useful, active employment is the only honor. Notice the difference when reference is made to the young lady. Some soft-soap, flattering compliment is doled out to her, as if she were incapable of understanding or appreciating anything substantial, or as if useful, active labor were not expected of her. The way to get true, energetic, upright men, is to have true, energetic, upright women—women with souls of their own, who can think and act independently; who have a pride in their womanhood that makes it impossible for them not to be self-supporting, self-sustaining; and thus makes them worthy to be the wives and mothers of the land. The place for the reformer to work is in teaching a correct understanding of the marriage contract, the corner-stone of the home. The way for him to work is through the schools. The material for him to use is the children sent to him day after day.

An absolutely perfect humanity can exist only in the imagination, and many beautiful theories are advanced in teachers' institutes which can not be reduced to practice amidst the hard realities and stubborn facts of the school room. But the nearer that the teachers and parents come to a correct understanding of their respective duties and obligations to each other, the fewer will be the demoralized schools. Only when parents and teachers shall stand on the basis of mutual confidence and co-operation can the best results be attained in the schools, the highest culture in the homes.

The model home and school are alike, in that they each consist of elements of sub and superordination—of a supreme executive, legislative power, vested in the parents on the one hand and the teachers on the other, to which the subordinates may come for redress, defense and sympathy. They differ in that the organization of home is permanent, the school transient. And yet in this transient association, the influence of the teacher has oftentimes done as much or more to inspire and mould the character of the child than all the years of home training. Instances are not rare in which the teacher has been enthroned in the child heart as a being almost divine, and the little worshiper bows daily at the shrine with the reverence that the more intimate association of home would destroy. The question of that teacher's approbation becomes the pole-star of the child's life.

As the Mississippi, having its source in the little lake in Minnesota,

and the Missouri, flowing from some hidden spring chained in the rock-ribbed sides of the western highlands, unite, and with resistless current carry their freight of life and commerce through the flourishing country to the busy, striving cities, so may the home and the school, separate in some of their functions, unite in a determined effort to eradicate vice, to perpetuate virtue.

The Committee on Nomination of Officers then submitted the following report; which was adopted by the Association:

*President*—H. S. Tarbell, Indianapolis.

*Vice Presidents*—W. S. Almond, J. M. Wallace, W. McBlake, Katherine Miller, R. S. Pope, Sheridan Cox, W. H. Calkins.

*Recording Secretary*—Annie E. H. Lemon

*Executive Committee*—R. G. Boone, Ch'n, D. D. Blakeman, J. H. Martin, Timothy Wilson, W. H. Elson, J. K. Waltz, E. G. Machan.

We recommend the appointment of J. T. Merrill as Railroad Secretary.

#### RESOLUTIONS.

The Committee on Resolutions, through President George P. Brown, presented the following report, which was adopted:

The Indiana State Teachers' Association do hereby adopt the following as their statement of truths, which they hold to be evident, and which they pledge themselves to enforce as they may have power and opportunity:

*First*—That our common schools are of the people, were organized for the people and the whole people, and that every effort, by whomsoever made, to place their administration under the control of any political party or religious sect, should be resisted. Merit, and that only, should determine the fitness of any person for position in any department of the common school system, and the chief elements considered in determining his qualifications should be honesty, capability and faithfulness to the high purpose for which the school was created.

*Second*—That the work of education in Indiana has now reached that stage in its progress which demands that those who enter the teacher's vocation shall have an antecedent preparation, obtained through the study of the science and a practice in the art of teaching, so that the common schools shall pass on from the plane they have now reached to the full realization of their possibilities. To insure this preparation, it is needful that superintendents, school boards and school trustees encourage all who desire to enter the profession of teaching to make a reasonable preparation before assuming the weighty responsibilities of a teacher.

*Third*—That the drain upon the nervous energies of the people, caused by the unnatural excitement incident to the different business pursuits, and peculiar to our present civilization, demands that the schools shall do what they can to lead the pupils to form correct physical habits, and to impart such knowledge as shall tend to the preservation and promotion of physical health. To this end it is the duty of every teacher to fully inform his pupils of the evil effects of alcohol, opium and tobacco upon the body, and to impress upon them, both by precept and example, the importance of total abstinence from their improper use.

Your committee further recommend the adoption of the following resolution :

“ That the thanks of this Association are tendered to E. H. Butler for his successful labors in the arrangements for this meeting ; to Hon. W. R. McKeen, president of the Vandalia railroad line, for favors shown members who visited the Indiana House of Refuge ; and especially to Geo. F. Pfingst, proprietor of the Grand Hotel, for continued kindness in providing, free of cost, the hall in which our sessions have been held, and to Prof. Geo. B. Loomis and family and the pupils of the schools of the city, and others who have entertained us with their excellent music.”

The report of the Committee on Finance was then presented by Mr. Merrill. The Treasurer reported the receipts ample to pay all expenses.

Hiram Hadley moved that a committee of three be appointed to formulate a plan for a correct enrollment of the next Association, and for collecting the annual fee. This was adopted, and Mr. Hadley, Mr. Merrill, and Mr. Hunter were appointed.

The President then made a brief closing speech, in which he congratulated the members on the success of the meeting, hoping that all would return to their work inspired with new resolutions, which would lead to the best results ; and the Association adjourned *sine die*.

H. B. JACOBS, *President*.

ANNIE E. H. LEMON, *Sec'y*.

#### MEMBERS

*Of Indiana State Teachers' Association, Enrolled at the meeting at Indianapolis, December 27, 28 and 29, 1881.*

ALLEN COUNTY—John S. Irwin, Fort Wayne.

BARTHOLOMEW—John M. Wallace, Columbus ; Lewis Mobley, Hartsville.

BENTON—B. F. Johnson, Fowler.

BLACKFORD—W. A. Reed, Hartford City.

BOONE—O. C. Charlton, Temple H. Dunn, Hattie B. Stokes, Lebanon; W. H. Ashley, Charles E. Young, J. W. Gillespie, Jamestown.

CARROLL—Emma B. Shealey, S. Ella Arbuckle, Rachel A. Crawford, Delphi; Joseph Studebaker, Rockfield; E. M. Morrison, Burlington.

CASS—C. E. Bickmore, C. P. Doney, J. E. William, J. K. Waltz, Logansport.

CLARK—J. H. Gates, Memphis; A. C. Goodwin, Charlestown; D. S. Kelley, L. E. Rutledge, Jeffersonville.

CLAY—J. A. Mitchell, Carbon; Belle E. Jones, Eaglesfield; John W. Stewart, P. B. Triplett, Brazil.

CLINTON—R. G. Boone, Jennie E. Horning, Mary V. Mustard, A. M. Huyck, Eugenia Patterson, Frankfort; A. C. Cochran, Ross-ville.

CRAWFORD—J. S. Hall, English.

DAVISS—D. E. Hunter, Wm. J. Vickery, Laura E. Agan, Lucretia A. Baker, Washington.

DEARBORN—Annie L. Trisler, J. R. Trisler, Lawrenceburgh; R. S. Groves, Aurora.

DELAWARE—F. M. Allen, Hamilton S. McRae, J. Charles Stone, A. W. Clancy, Muncie; Sylvester W. Heath, Cowan.

DUBOIS—Charles E. Clark, Huntingburgh; Andrew M. Sweeney, Jasper.

ELKHART—A. P. Kent, Florence C. Nichols, Elkhart; Lee B. Nusbäum, Wakarusa; Piebe Swart, Goshen.

FAYETTE—Mary McClure, J. S. Gamble, Connersville.

FLOYD—L. H. Scott, Scottsville; W. S. McClure, H. B. Jacobs, Mrs. H. B. Jacobs, New Albany.

FOUNTAIN—G. F. Kenaston, Cora B. Dixon, Attica; J. W. McBroome, Covington; E. M. Waterburg, Veedersburg.

FRANKLIN—M. A. Mess, Brookville.

HAMILTON—James Oldacre, Noblesville.

HANCOCK—Morgan Caraway, Fortville.

HENDRICKS—T. J. Charlton. John Morgan, L. T. Farabee, Plainfield; J. B. Ragan, North Salem; W. B. Huron, Avon; H. L. Storm, Lizton.

HENRY—Hattie Stewart, Knightstown; Timothy Wilson, Spiceland; J. C. Smith, Raysville.

HOWARD—Florence J. Morrison, A. W. Hadley, New London; Lottie Rodkey, Shanghai; Sheridan Cox, Sara Ellis, Mary S. Davis, Fannie K. Holton, Kokomo.

GIBSON—Robert C. Duncan, Oakland City; W. T. Lucas, Patoka; S. M. Hutzell, Hazelton; Joshua S. Sisson, Francisco.

**GRANT**—Alice Johnson, A. H. Hastings, William Russell, Ryland Ratcliff. W. T. Brownlee, Marion.

**JACKSON**—J. W. Caldwell, William S. Wood, Minnie Shiel, Sallie Crawford, M. A. Clifton, Seymour; F. D. Tharp, Mooney.

**JEFFERSON**—L. D. Cunningham, Mrs. L. E. Taylor, Madison.

**JENNINGS**—T. Cope, Amos Sanders, Butlerville; W. S. Almond, Vernon.

**JOHNSON**—Nellie H. Loomis, Edinburg; Dora K. Waggener, Franklin; J. Ed. Wiley, Greenwood.

**KNOX**—P. L. McCreary, Vincennes.

**KOSCIUSKO**—Florence Hammon, Viola Strain, Pierceton; A. H. Ellwood, Silver Lake; Rose McCauley, E. M. Chaplin, Katherine Miller, John P. Mather, Warsaw.

**LA GRANGE**—A. D. Mohler, Lima.

**LAKE**—W. B. Dimon, Crown Point.

**LAWRENCE**—W. E. Lugenbeel, Homer F. Pickel, Mitchell; Sallie F. Owens, Adah E. Hodge, Bedford.

**MADISON**—C. L. Frawpton, Milton Harsberger, J. G. Haas, Pendleton.

**MARION**—J. J. Mills, George W. Hufford, M. Study Farry, Cyrus Smith, Alfie C. Wilmot, Mary R. Wilson, Libbie Hamilton, Lillie A. M. Flemming, E. Bradshaw, A. C. Shortridge, Anna Strain, J. E. Brown, Agnes Rankin, T. J. McAvoy, Lewis H. Jones, Jesse H. Brown, Carrie B. McCormack, Anna L. Sweet, Isabel King, Jabez Montgomery, Joe P. Bailey, H. L. Rust, W. H. Bass, J. B. Roberts, A. B. Thomas, J. M. Bloss, Nettie Simpson, Alice Baker, Mrs. L. M. Hopkins, D. Curtis, H. S. Tarbell, W. A. Bell, Hiram Hadley, Bruce Carr, Rachel Segar, George F. Bass, J. W. Graham, Sara Youtsey, Indianapolis.

**MIAMI**—Rosa Wetzel, G. I. Reed, George G. Manning, Peru.

**MONTGOMERY**—J. G. Overton, Matilda J. Compton, Lindsey Fleming, P. H. Kirsch, W. T. Fry, Crawfordsville; Charles W. McClure, Waynetown.

**MONROE**—W. R. Houghton, Lottie Lutes, Lemuel Moss, Bloomington; Mary L. Wilson, Ellettsville.

**MORGAN**—S. W. Meade, Morgantown.

**NOBLE**—J. A. Kibbie, Kendallville.

**ORANGE**—J. S. Smith, Paoli.

**OWEN**—Samuel Lilly, Gosport; Sam'l E. Harwood, Effie C. Johnson, Annie E. H. Lemon, Spencer.

**PARKE**—W. H. Elson, Rockville; John H. Mitchell, Carbon.

**POSEY**—W. S. Davis, Mt. Vernon.

**PULASKI**—J. F. Scull, Winamac.

**PUTNAM**—J. N. Study, Mary W. McKee, Rebecca Hanna, Greencastle.

RANDOLPH—F. Treudley, Union City ; Lizzie L. Moor, Winchester.

RUSH—Josie Clifford, Falmouth ; A. J. Johnson, Carthage.

SPENCER—Dixon Pennington, Santa Claus.

SHELBY—R. S. Page, Shelbyville.

ST. JOSEPH—Mary Ryan, North Liberty.

SWITZERLAND—T. G. Alford, Vevay.

TIPPECANOE—Charles E. Lutz, J. T. Merrill, E. E. White, Mrs. De Vol, Will H. Nesbitt, L. S. Thompson, E. E. Smith, Lafayette ; J. H. Myers, Pettit.

VANDERBURGH—John Cooper, Robert Spear, Evansville.

VERMILLION—D. B. Huston, Dana ; George L. Watson, Eugene ; M. H. Stark, Clinton.

VIGO—W. W. Byers, E. O. Noble, George P. Brown, N. Newby Terre Haute.

WABASH—D. W. Thomas, Wabash.

WAYNE—W. H. Winslow, Earlham ; J. H. Cammack, Centerville ; J. C. Macpherson, W. W. Birdsell, J. M. Strasburg, Richmond ; R. W. Wood, Hattie Manning, Ella Manning, Milton ; Mary E. Woodard, Harry Woodard, Fountain City.

WHITE—W. Irelan, Wolcott ; William Guthrie, Monticello ; F. D. Hainsbaugh, Brookston.

ILLINOIS—Emma C. Street, Paxton ; John C. Ellis, Chicago.

KENTUCKY—W. H. Perry, Louisville.

OHIO—John Mickleborough, Cincinnati.

Total enrollment, 236. Number of teachers in attendance (estimated), 400.

D. E. HUNTER, *Per. Sec'y*.

#### INDIANA COLLEGE ASSOCIATION.

The Indiana College Association met in the parlors of the New-Denison Hotel, December 26th, and carried out the programme printed in the December Journal. The attendance was unprecedentedly large, and the interest manifested was better than ever before. This meeting should always be well attended. There is much to gain by attendance upon these meetings. A college association is just as essential to the colleges as the teachers' association is to the lower schools. Although each college is independent of every other college, in its management, there are many interests that are common to all, and the great and ultimate aim of all is the same.

The Journal does not give a detailed report of the meeting, as the proceedings, including the addresses, will be printed in full by the association. Prof. Colter, of Wabash College, is Secretary, and has charge of the publication.

SUIT OF "CAN" VERSUS "NOT."

PETITION.

CAN, *Plaintiff*, vs. NOT, *Defendant*.

PETITION IN EQUITY.

THE parties, plaintiff and defendant in this action, by mutual consent, would most respectfully represent to the Honorable Judge of the Court that they have been, and still are, illegally and unjustly joined together in the bonds of matrimony, brought about and accomplished, against the rights of said parties, by divers and sundry authors, editors, printers, and their emissaries; and that both of said parties, by undue force, from time immemorial, have been unjustly forced to maintain this union contrary to the laws both of God and of man; and, also, that they have been forced unjustly to live together, as husband and wife, under the monstrous and preternatural name of "Cannot."

Wherefore they would most humbly and earnestly beg and entreat the Honorable Judge, after hearing the proofs herein, to grant them a separation *de vinculis matrimonii*, and to issue an eternal injunction against all authors, editors, printers, and their emissaries, perpetually and eternally restraining them from consummating, or attempting to consummate, such a fraud upon the rights of these parties, and to restore their former name, rights, and privileges to each of said parties, and to grant them all other proper relief.

CAN, *Plaintiff*.

NOT, *Defendant*.

P R O O F .

The deposition of Joseph E. Worcester, taken to be read as evidence in the above styled cause, the deponent being of lawful age, and first duly sworn, deposes and says: "I am ninety-six years old; am a lexicographer by profession; have known both parties to this action all my life; know them to be two separate and distinct individuals, and mentally and physically incapacitated to maintain such a union as I know has been unjustly forced upon them by divers and sundry authors, editors, printers, and their emissaries, and further saith not.

Also, the deposition of Noah Webster, taken at the same time and place, and for the purpose mentioned in the caption. Depo-  
nent being of lawful age, and first duly sworn, deposes and  
says: I am the author of Webster's *Unabridged Dictionary*; have  
known the parties to this cause, *Can* and *Not*, for a number of  
years; know them to be separate and distinct, and etymologically  
unfit to sustain the relationship that has been unjustly forced upon  
them under the name of "Cannot."

#### ARGUMENT.

I. The court will perceive that, according to the deposition  
of two worthy witnesses, taken as evidence herein, that the  
plaintiff and defendant are two separate and distinct individuals,  
totally unfit to perform the office of husband and wife, and that  
such relationship has been forced upon them for time immemo-  
rial.

II. Such a union is contrary to the genius of our language.  
This word "Cannot" is a hybrid, a monstrosity. *Can*, in its  
general acceptance, means *ability*; and, in being translated into  
other languages, must almost invariably be rendered by a word  
expressing *ability*. Cannot, in Latin, must be rendered by *non*  
and *possum*; in Greek, by *οὐκ δυνάμει*; in French, by *pouvoir*,  
with the double adverb *ne* and *pas*. So you see in all these lan-  
guages, instead of the adverb being swallowed up by the verb,  
as in English, that each one is separate and distinct; and, in the  
French especially, instead of having them all boiled down and  
reduced to one, as we do, they give so much prominence to their  
adverb *not* as to require it to be rendered by two words, *ne* and  
*pas*. Take, for illustration, this sentence: "He cannot read."  
We say, when we go to parse it, that *can* is a part of the verb  
*read*, and must be parsed in conjunction with it; that *not* is an  
adverb, and modifies *can read*. Thus we see that what is intended  
to be one word, *cannot*, must be violently torn asunder before we  
can parse it at all. Perhaps some one will be ready to say that  
it moves on smoothly, and is all right, as the mule would under  
force and the fear of his master's lash. But let us reverse the  
order of things, and view it awhile under a different light.

Take this affirmative sentence: "He cannot read;" change it to an interrogative one, and it will read, "Can he not read?" What a change do we here see! If *can* and *not* are truly one word, then we see that this sentence when expressed *actively* requires only *three* words, and when *interrogatively*, must be rendered by *four*. When changed it is like the mule, when the persuasive eloquence of his master's lash is removed, he kicks completely out of harness. Thus we see that *can* and *not*, under the galling yoke of oppression, have for ages gone on together *affirmatively*; but let the order be changed, let them be put *interrogatively*, and they rise in open rebellion against such a union. But what do these things show? If it be true that "what God has joined, let not man put asunder," the converse must also be true, that what God and the genius of our language have put asunder, let not man join together.

#### DECREE.

This cause coming on to be heard on the petition, proof, and argument of counsel, and the court, being advised, is of the opinion that plaintiff and defendant are each entitled to the relief sought for.

Wherefore it is ordered and decreed that the bonds of matrimony heretofore existing between the plaintiff and defendant herein, be set aside and annulled, and that a separation *de vinculis matrimonii* be granted; that each be restored to his former name; and that the injunction be made perpetual, against all authors, editors, printers, and their emissaries enjoining and restraining them from consummating, or attempting to consummate, in the future, so gross a fraud upon the rights of the parties to this suit.

(Signed)

JUDEX JUSTUS, Judge.

—The Teacher.

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I am fully convinced that the soul is indestructible, and that its activity will continue through eternity. It is like the sun, which, to our eyes, seems to set in night; but it has in reality only gone to diffuse its light elsewhere.—Goethe.

EDITORIAL.

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LONGFELLOW.

The above cut of the poet Longfellow is regarded an excellent one. It will serve to add interest in the author. The more a person knows of an author the greater interest will he have in his productions. We take a lively interest in the writings of one whom we know personally. Next to this personal knowledge comes information gained through others. Author-study, especially for the young, must precede or accompany the study of literature. If the boys and girls can be taught a great deal about Longfellow's personal history, his home, etc., they will be very much more interested in his writings.

On the 27th instant occurs Longfellow's birthday, and I am glad to know that hundreds of schools throughout the state will celebrate it. Longfellow is perhaps the greatest—certainly the most popular, poet in America, and teachers can not do a better thing than to celebrate his birthday, and thus call attention to and interest pupils and their parents in some of the best literature in the English language.

There is ample time yet to arrange for this celebration, and the Journal hopes that every teacher will give it the attention its importance demands. The best results can be secured by making the celebration public and inviting in the parents.

By referring to the February and June numbers of the Journal for 1881 some valuable information and suggestions on this subject can be found. Any work on English literature will give help.

Messrs. Houghton, Mifflin & Co., of Boston, Mass., who publish all Longfellow's books, have agreed to send to every teacher who celebrates this day, a biographical sketch of Longfellow, his portrait, and a picture of his house, for each pupil taking a part, all *free*, for the asking. (It will be remembered that his house is the one in which Gen. Washington made his headquarters while besieging Boston.)

ANECDOTE.—Professor Luigi Monti tells a pleasant story of Longfellow. For many years he has been in the habit of dining with the poet every Saturday. On Christmas day as he was walking briskly toward the old historic house, he was accosted by a girl about twelve years old, who inquired the way to Longfellow's home. He told her that he would show her. When they reached the gate she said: "Do you think I can go into the yard?" "Oh, yes," said Signor Monti. Do you see the room on the left? That's where Martha Washington held her receptions a hundred years ago. If you look at the windows on the right you will probably see a white-haired gentleman reading a paper. Well, that will be Mr. Longfellow." She looked gratified at the unexpected pleasure of really seeing the man whose poems she said she loved. As Signor Monti drew near the house, he saw Mr. Longfellow standing with his back against the window, his head, of course, out of sight. When he went in he said: "Do look out of the window and bow to that little girl, who wants to see you very much!" "A little girl wants to see me very much—where is she?" He hastened to the door, and beckoning with his hand, called out, "Come here, little girl, come here, if you want to see me!" She needed no second invitation, and after shaking her hand and asking her name, he took her into the house, showed her the "old clock on the stairs," the chair made from the village smithy's chestnut tree presented him by the Cambridge children, and the beautiful pictures and souvenirs gathered in many years' foreign residence.

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This month we give large space to the proceedings of the State Teachers' Association. It will be found, however, that as great a variety of matter is given as usual. The abstracts of papers and speeches (thanks to the secretary) are usually so full as to give a good idea of the complete production. It will pay to read the proceedings from beginning to end. Other matter thus crowded out will appear next month.

## THE STATE TEACHERS' ASSOCIATION.

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The Association this year was better than it averages. The programme was not so *full* as it usually has been, the papers almost without exception came within the time prescribed by the committee, the attendance was larger than usual, most of the teachers stopped at the Grand Hotel where they could commingle and become acquainted, the weather was very favorable, everybody seemed to be happy, and everybody voted the meeting "a grand success."

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## GEMS OF THOUGHT.

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School-houses are the republican line of fortification.—*Horace Mann.*

How solemn is the thought that the morning of each day presents me with a blank leaf, which I have to fill up for eternity.

Education is a better safeguard than a standing army. If we re-trench the wages of the school master, we must raise those of the recruiting-sergeant.—*Edward Everett.*

The highest success in any profession whatever is usually achieved by men who in some sense are larger than their profession. The trade should not encompass the man, but the man should encompass the trade, and reach out beyond it.—*Atlantic.*

"What good I see humbly I seek to do,  
And live obedient to the law, in trust  
That what will come and must come, shall come well."  
[*Light of Asia.*]

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WHICH IS RIGHT?—*Editor School Journal:* I can not agree with the State Board in regard to the answer of the 5th question in Geography in January School Journal. It says Illinois produces the most lead. You will find on page 61 of Harpers' School Geography this language: "Nevada is remarkable for producing  $\frac{1}{4}$  of the silver and more than  $\frac{1}{2}$  of the lead mined in the United States."

GEO. W. MEEKS.

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When an Austin schoolmaster entered his temple of learning a few mornings ago he read on the blackboard the touching legend, "Our teacher is a donkey." The pupils expected there would be a combined cyclone and earthquake, but the philosophic pedagogue contented himself with adding the word "driver" to the legend, and opened the school with prayer as usual.

## MISCELLANY.

## STATE BOARD QUESTIONS FOR DECEMBER.

- PENMANSHIP.**—1. Define the art of Penmanship. 10
2. Why should a pupil have a clear conception of the form of a letter before attempting to write it? 10
3. How would you impart a clear conception of a letter to a class of pupils? 10
4. What should be the relative position of the fore arm and paper when writing? 10
5. How should a teacher use his time while pupils are writing? 10
- NOTE.**—Your writing, in answering the above questions, will be regarded as a specimen of your penmanship, to be marked 1–50.

- ORTHOGRAPHY.**—1. Define a word; a compound word. Give examples of each. 2 pts., 5 each.
2. What two derivative words can be formed from the word *move*, and what is the meaning of each? 2 pts., 5 each.
3. What is meant by assimilation of consonants? Give an example. 10
4. By what mark is *th* aspirate distinguished from *th* subvocal? 10
5. How do you teach written spelling? State the advantages of written over oral spelling. 2 pts., 5 each.
6. Spell ten words dictated by the superintendent. 5 each.

- GRAMMAR.**—1. In what order in a sentence should pronouns of different persons be placed? 10
2. The teacher uses a book in the recitation *which* shows he is not prepared upon the lesson. Parse *which*. 10
3. Write a sentence containing an infinitive used as an adjective and a sentence containing an infinitive used as an adverb. 2 pts., 5 each.
4. Write a sentence containing five nouns, each forming its plural in a different way. 5 pts., 2 each.
5. Analyze: The men whom men respect, the women whom women approve, are the men and women who bless their species. 10
6. Punctuate: The land flowing with milk and honey see numbers XIV 8 was a long narrow strip lying along the eastern edge or coast of the Mediterranean and consisted of three divisions namely 1 on the north Galilee 2 on the south Judea 3 in the middle Samaria. 1 off for each error.
7. Correct: He spoke of your studying Latin. A lady entered whom I afterwards found was a Mys Smith. 10

8. What are the advantages of having pupils copy daily a paragraph from their reading lessons? 10

9. Define subjunctive mood; potential mood. 2 pts., 5 each.

10. Correct: One is equally as beautiful as the other. I was amused at the way he answered the question. 2 pts., 5 each

NOTE.—If a word to be parsed is wrongly used it should be corrected before parsing. Punctuation includes capitalization and spelling.

HISTORY.—1. *a* How was slavery introduced into the United States? *b*. How was it abolished? a 6, b 4.

2. Narrate the early history of Ohio. 10

3. Name three cities of the United States that have been captured by foreign armies. 3 pts., 4 off each.

4. Name four cities of the United States that have been its capitals. 4 pts., 3 off for each.

5. Why is the educational and industrial history of a people more important than the military and political history? 10

6. What is the value or influence of newspapers in civilization? 10

7. What are the political relations of the Mormons to the United States? 10

8. Give a sketch of Henry Clay. 10

9. Name three ways in which a person may become President of the United States. 3 pts., 4 off each.

10. *a*. What is the Monroe doctrine? *b*. Why so called? a 8, b 2.

NOTE.—No answer to exceed ten lines.

ARITHMETIC.—1. Define *factor*, *divisor*, *prime number*, *composite number*. 4 pts., 2½ each.

2.  $(3.0065 \times .304) \times (40\frac{1}{8} \times 10)$ ? proc. 5; ans. 5.

3. A vessel, at high noon, sails due north; after a certain time observation shows the sun to have sank toward the west 2 signs, 15 degrees; how long has the vessel been sailing? proc. 5; ans. 5.

4. I sell a bill on London for £1,675, at the rate of 24 3 cts. per shilling; how much do I receive? proc. 5; ans. 5.

5. How many feet, board measure, can be cut from a square log 16 ft. long, 18 inches wide, and 10 inches thick, allowing  $\frac{1}{8}$  inch for each cut of the saw? proc. 5; ans. 5.

6. In baking, flour gains 35 per cent. in weight; what will a barrel of flour weigh when made into bread? proc. 5; ans. 5.

7. I buy \$1,500 worth of goods at 4 mo., \$850 at 3 mo., \$1,750 at 5 mo.; what will be the equated time for the whole? proc. 5; ans. 5.

8. The square root of .1369 + the square root of 1,296, equals what? proc. 5; ans. 5.

9. A owes B \$1,800; B offers to allow 5 per cent. discount for cash; A pays \$1,425 00; how much is still due? proc. 5; ans. 5.

10. Make a table showing the value of a hectometer in lower terms to centimeters. proc. 5; ans. 5.

- THEORY OF TEACHING.—I.** What is the meaning of self-control: Distinguish the controller from the controlled. 20
2. What is the purpose of discipline in a school? 20
  3. What are the objections to the "self-reporting" system of government? 20
  4. What are the objects of a recitation? 20
  5. Why should the teacher be sparing of commands, but be sure to enforce every command given? 20

- GEOGRAPHY.—I.** Describe the surface of the United States. 10
2. Define delta, falls, estuary, river, mountain. 5 pts., 2 each.
  3. Name four large islands in or near the gulf of St. Lawrence. 4 pts., 2½ each.
  4. Name the five most populous cities of the United States in the order of their size. 5 pts., 2 each.
  5. Name and describe two principal mountain chains in Europe. 2 pts., 5 each.
  6. Why are the tropics  $23\frac{1}{2}$  degrees from the Equator? 10
  7. From what two countries do we receive the most coffee? 10
  8. Explain the formation of deltas. Name the largest one in North America. 2 pts., 5 each.
  9. What three great river systems drain the great central plains of the United States? 3 pts., 3½ each.
  10. Name three western tributaries of the Mississippi. Two eastern. 5 pts., 2 each.

- PHYSIOLOGY.—I.** What class of materials must food contain in order to nourish the bones? 10
2. Why does regular exercise of the muscles increase their strength? 10
  3. Is air food? Give a reason for your answer. 10
  4. How many kinds of permanent teeth are there, and how many of each kind? 10
  5. What are the different substances produced in the liver? 10
  6. What is the composition of the blood? 10
  7. What substances are exhaled from the lungs in respiration? 10
  8. Locate and state the function of the parotid gland. 10
  9. How and where is the animal heat of the body produced? 10
  10. Describe the cerebrum, and state its functions. 10

- READING.—I.** What is inflection, and what kinds are observed in reading? 2 pts., 5 each.
2. What is meant by silent reading? 10
  3. Define accent and emphasis, and describe their uses. 2 pts., 5 each.
  4. What drills would you give for cultivating the voice? 10

5. What preliminary drills would you give a class before their reading the lesson assigned? 10

6. Read two prose selections; two poetic selections.

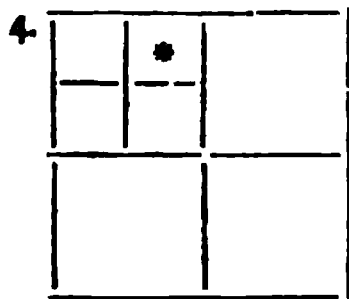
2 pts., 1 to 25 each

## ANSWERS TO STATE BOARD QUESTIONS FOR JANUARY.

ARITHMETIC — 1. See answer to 9th question in Arithmetic, given in January Journal.

2. *a.*  $\frac{1}{8} \div \frac{2}{3} =$  how many times are  $\frac{2}{3}$  contained in  $\frac{1}{8}$ .  $\frac{2}{3}$  are contained in 1,  $1\frac{1}{2}$  or  $\frac{3}{2}$  times; and in  $\frac{1}{8}$ ,  $\frac{1}{8}$  as many times as in 1, or  $\frac{1}{8}$  of  $\frac{3}{2}$ , which is  $\frac{3}{16}$  times. *b.* Since  $\frac{2}{3}$  is the divisor,  $\frac{3}{2}$  inverted, and the answer was obtained by multiplying the dividend by this inverted divisor, the rule results, "invert the divisor and proceed as in the multiplication of fractions."

3. *a.* Since 3 dekameters = 30 meters, and 5 decimeters = .5 meters, it follows that the wall is a cube whose edges are respectively 83 meters, 30 meters, and .5 meters. *b.*  $83 \times 30 \times .5 = 1,245$ . *c.*  $1245 \text{ c. m.} \times 3.30 = 4,108.50$ . Ans. \$4,108.50.



*a.* 1. A section of land is 640 acres; 2. therefore the n. e.  $\frac{1}{4}$  of the n. w.  $\frac{1}{4}$  of sec. 16 = 640 a.  $\times \frac{1}{4} \times \frac{1}{4} = 40 \text{ a.}$ ; 3. 40 acres at \$9.00 per acre =  $40 \times 9 = 360$ . Ans. \$360.00.

5. *a.* 1 bushel = 32 qts.; 5 bu. = 32 qts.  $\times 5 = 160 \text{ qts.}$  *b.* 4 qts. are  $\frac{1}{8}$  of 5 bu. = .025. Ans.

6. *a.* \$37.54 is 10% of \$375.40. *b.* As the money yields 6% in 1 year, it will require  $\frac{10}{6}$  of a year to yield 10%, or  $1\frac{2}{3}$  yrs. = 1 yr. 8 mo. Ans.

7. *a.* As \$235.10 represents the principal increased by 12%, it is 112% of that principal. *b.* Therefore the principal is  $\frac{100}{112}$  of \$235.10 = \$209.91. *c.*  $\$235.10 - \$209.91 = \$25.19$ , the true discount.

8. *a.* A cube whose edge is  $\frac{3}{4}$  in. contains  $\frac{27}{64}$  c. in. *b.* A cube whose edge is  $\frac{1}{4}$  in. contains  $\frac{1}{64}$  cub. in. *c.* Therefore a cube whose edge is  $\frac{3}{4}$  in. is 27 times as large as one whose edge is  $\frac{1}{4}$  in. Ans. 27.

9. *a.*  $\frac{1}{2}$  the width of the barn is 20 ft., and is the base of a right angled triangle; the distance from the plate to the comb, 15 ft., is the perpendicular of the same triangle. *b.*  $\sqrt{20^2 + 15^2} = \sqrt{625} = 25$ . Ans. 25 ft.

10. *a.* 1 acre = 160 sq. rd.; 3 acres = 480 sq. rd. *b.*  $480 \div 15 = 32$ . Ans. 32 rods.

GRAMMAR.—2. *Whom* is an interrogative pronoun, third person, singular or plural, common gender, objective case, and object of the verb *saw*.

4. There is no difficulty in this. *There*, expletive adverb; *is*, verb; *no*, adjective; *difficulty*, noun; *in*, preposition; *this*, pronoun.

5. A complex, declarative sentence. Principal clause, *we wondered*; subordinate clause, *whether, etc.* In the principal clause *we* is the subject, *wondered* the predicate. The subordinate clause is connected to the principal clause by the conjunction *whether*; subject, *saltness*, modified by the article *the* and the prepositional phrase *of the Dead Sea*, of which *of* is the preposition, *Dead Sea* the object, modified by the article *the*; predicate, *was wife*; *was*, the copula, and *wife*, the attribute. *Was* is modified by the adverb *not*; *wife* is modified by the noun possessive *Lot's*, and by the prepositional phrase *in solution*; *in* being the preposition, and *solution* the object.

7. The right and the left lung were diseased. Carthage and Rome were rival powers; this city in Europe and that in Africa, the one on the southern coast of the Mediterranean, the other, the northern.

8. The language of First Reader pupils can be improved (*a*) by free conversations with the teacher upon the lessons of the school and the incidents of home and school life; (*b*) by their constructing sentences about the things they see and hear; (*c*) by using the new words learned in numerous original sentences; (*d*) by committing to memory verses, maxims and select paragraphs; (*e*) by describing common objects according to models given the pupils.

GEOGRAPHY.—I. The surface of the United States is diversified by three great natural divisions: (1) The Appalachian mountain system, with the Atlantic coast plain in the East; (2) the Cordilleras in the West; (3) and the Mississippi Valley with the great plains in the interior.

2. A delta is a tract of land between two mouths of a river, in shape like the Greek letter Delta. Falls are steep places in the *beds* of rivers, over which the water flows. An estuary is a narrow arm of the sea, into which a river flows. A river is a large stream of water, flowing in a channel. A mountain is a mass of land that rises above the surrounding country.

3. Newfoundland, Cape Breton, Anticosti, Prince Edward.

4. New York, Philadelphia, Brooklyn, Boston, St. Louis.

5. The highest mountains in Europe are Alps. They extend from the shores of the Mediterranean Sea to the Danube River. The Caucasus mountains, forming the southern boundary of Europe between the Black and Caspian Seas, contain Mount Elburz, the highest peak in Europe.

6. Because they mark the limit beyond which the sun's rays never fall perpendicular on the earth's surface.

7. Brazil and Cuba.

8. Deltas are formed by earthy matter which is carried down some rivers. Part of this, deposited in the bed of the stream near

the mouth, gradually raises the level and forms an alluvial tract of land of a triangular shape, called a delta. Mississippi Delta.

9. Mississippi, St. Lawrence, and Mackenzie systems.

10. Missouri, Arkansas, and Red from the West; Ohio and Tennessee from the East.

**PHYSIOLOGY.**—1. By ligaments.

2. Ligaments bind together the bones and joints of the skeleton; tendons connect the muscles with the bones.

3. Animal and vegetable.

4. Gastric juice digests only the albuminous parts of the food.

5. Endosmosis is the transmission of a liquid or gas through a membrane from the outside in.

6. Venous blood is dark colored and is impure; arterial blood is a bright red color and is pure, or comparatively so.

7. The muscles of the diaphragm contract and thus depress it, the intercostal muscles contract and thus lift the ribs, and these two movements enlarge the capacity of the chest; to fill the vacuum thus produced air rushes in, and this is called inspiration.

8. The blood in the arteries is impelled by the action of the heart and flows in throbs, as indicated by the pulse; in the veins it flows less rapidly and in a steady stream.

9. Clothing keeps the body warm by preventing the animal heat from escaping.

10. Each nerve is composed of a motor fibre and a sensory fibre. The one is the seat of all motion, the other of all sensation.

W. A. B.

**PENMANSHIP.**—1. The art of Penmanship relates to proper execution of the forms to written letters.

2. Writing is the result of movement subjected to law. The law is determined by the forms required to be written. Hence there must be a definite knowledge of the forms of letters before writing.

3. By a thorough analysis of it.

4. Keep the paper at right-angles to the fore-arm.

5. While pupils are writing the teacher should give undivided attention to position, pen-holding, rests, movements, form, etc., and by use of the black-board illustrate the most general faults.

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NEW ALBANY supports 54 schools, taught in 13 different school buildings. Of the teachers 10 are male 44 female—with an extra female teacher of music. The total number of pupils enrolled is 3000. There are two high schools—one colored, one white. A new school building is demanded and already contracted for, and the money is in the treasury to pay for it. H. B. Jacobs is superintendent.

## TENNESSEE STATE TEACHERS' ASSOCIATION.

[Reported by Miss Kate L. Lyon, of Central Tenn. College, Nashville, Tenn.]

The fifth annual meeting of the State Teachers' Institute held its first day's session in Fisk University, December 27, 1881. J. Braden, D. D., Pres't of Central Tenn. College, Nashville, was President.

The first speaker introduced was Prof. D. Moury, Principal of the Normal Department of Central Tenn. College, on "Methods and Illustrations" in teaching. His lecture was given in his usual happy style, which never fails to interest and enthuse his audience. All conceded that Indiana may well be proud of her "French-Yankee" across "Mason and Dixon's Line."

Dr. Ward, Editor of the *New York Independent*, said that the South *must be educated*. He spoke with great enthusiasm. He was followed by Gen. Armstrong, Pres't of Hampton Institute, Va., the school where Indians and colored folks are taught. He spoke in a manner that electrified the entire audience, showing that hopeful progress is being made by both races.

Prof. Wallace's speech elicited much discussion, but was considered good. He is connected with the Knoxville College, Tenn.

Prof. A. W. Farnham, of Atlanta University, read an excellent paper on Normal School Work. Ex. Gov. Washburn, of Mass., spoke very encouragingly of the work in the South. His enthusiastic words cheered every listener.

Prof. Tefft, of the Nashville Normal and Theological Institute, read a paper on the Courses of Study, in which he expressed the great need of thorough training in our schools. He said the highest standard of scholarship should be expected, and no other accepted; especially should a high standard in the English branches be insisted upon. Dr. Hubbard, Dean of Medical Department of Central Tenn. College, strongly advocated holding students closely to the grades, giving a certificate of scholarship for each branch so far only as they give evidence of having a good understanding of the subject. Mr. G. W. Crosthwaite, principal of Knowl Street Public School, Nashville, said young men who have had a very limited education, and have been teaching or preaching, come to these institutions thinking to be lifted up in a few months, or years at most; they expect to accomplish five years' work in one or two years. If they skim over course, it is wrong to permit them to go out so poorly equipped. If they do not understand Arithmetic they can not teach it; if they do not understand Grammar they *can not teach that*, and *should not have a diploma*. Prof. Bowen and others followed with pertinent remarks to the same point.

Rev. O. P. Fitzgerald, of Nashville, formerly State Superintendent of Public Instruction in California, was introduced by the chairman.

as being a "*broad man*." He said, "I am a broad man, but short, as it is nearing the dinner hour. I believe in progress. I believe that God intends good for this world in everything; I hope for this Southern land; I hope for the colored people and wish for progress, and God speed on the educational work."

Rev. W. S. Doak, Supt. of Public Instruction for Tennessee, said: "The work of teaching is progressing; it is not now confined to the favored few, but reaches to every boy and girl. In the few years past education, or the profession of teaching, has made a grand and glorious step. It is true that there are some who do not avail themselves of these privileges. If people will *not* educate their children willingly, a compulsory education law must come."

President E. H. Fairchild, of Berea, Ky., gave an encouraging account of the College at Berea.

Prof. A. J. Steele, of Le Moyne School of Memphis, read a very instructive paper. He said instruction, however complete, is in itself not an end, but only a means to an end; and that the greatest successes of our time are accomplished by men of well disciplined minds and lives. His paper was followed by the reading of another one of the very best by Prof. H. S. Bennett, of Fisk University. It abounded in instruction, and was read in a style to please every one. Prof. A. K. Spence, Dean of Fisk University, was present the entire session, and contributed much to the general interest of the exercises.

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PURDUE UNIVERSITY AND THE GREEK SOCIETIES.—Judge Vinton has rendered his decision in the matter of the faculty of Purdue University and the secret societies. He holds that, as the act of Congress conferred unlimited discretionary power upon the Legislature of this state—subject only to the purposes of the grant and the fundamental law—to organize and govern the University as it deemed best, and as the Legislature had delegated this power to the college authorities, they had the right to make all rules and regulations for its government not forbidden by the Constitution and the act of Congress, and not in clear violation of some great principle of public policy. Unless the rule was in violation of law, or clearly contrary to reason, the judgment of the college authorities was final, and the courts could not interfere. Applying these principles to the rule in question, he held that the rule was reasonable and valid, and not in violation of law or any principle of public policy. Having reached this conclusion it followed, he said, that it was a matter of no consequence what the character, tendency or influence of the Greek letter fraternities was, and that the averments of the complaint setting those things forth was, therefore, wholly immaterial, and should be stricken out. This decision goes to the root of the whole matter, and

is a virtual settlement, so far as the Circuit Court is concerned, of the whole controversy. An appeal has been taken to the Supreme Court.

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### "RELIGION VS. GRAMMAR."

[For the Indiana School Journal.]

Under the above caption, on page 27 in the January No. of the Journal, appears a query, with an answer by Superintendent Bloss, followed by an editorial, in which occurs the following language: "It seems strange that a religious sect can be found at this day, in this country, who hold conscientious scruples against the study of the principles of the language they use every day."

Taking this, with the query alluded to, in connection, it strongly implies that the "Dunkard," or more properly, "German Baptist" church, holds conscientious scruples against the study of Grammar.

Now, in all kindness, we simply wish to clear the "German Baptist" church of holding any scruples against the study of Grammar or any *other* "common school branch," or against any of the sciences recognized and taught in the best seminaries and colleges in our country. For it would be very inconsistent to hold such scruples, when we remember that we support several "colleges" and "normals," and also that most of the officers and professors are not only members but *ministers* in our church. Besides this, I suppose that I can find *hundreds* of teachers now employed in the "common schools," who are readers of the Journal, some of them at least.

True, there may be eccentricities among us, but these should always be excepted.

• Now, I submit this without designedly casting any reflection whatever upon the editor, for we think he wrote from convictions wrought by the circumstances alluded to above.

HAGERSTOWN, IND.

LEWIS W. TEETER.

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VALPARAISO.—Will the end ever come? Listen! "The attendance is about one hundred larger than that of last term. \* \* Have contracted for another large boarding house. The work will be pushed forward at once." If this had been printed without naming the place, the readers of the Journal would have guessed at once, "H. B. Brown's Normal School at Valparaiso."

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GRANT COUNTY.—The schools of this county have a larger attendance than ever before. Only *one* surplus teacher in the county. G. A. Osborn is superintendent.

## AN EXTRAORDINARY OFFER.

GOOD TILL MARCH 1, 1882.

To any one sending us eight subscribers to the Journal and \$10, we will send the following library of standard works, printed in good clear type, on clear white paper, bound in heavy manilla:

Macaulay's Essays. (Selected).    America Revisited. (Sala).  
 Carlisle's Essays. (Selected).    Lacon.  
 Calamities of Authors. (Disraeli). Goldsmith's Citizen of the World.  
 Self Culture. (Blackie).    Culture and Religion. (Shairp).  
 Alfred the Great. (Hughes),    Ruskin's Frondes Agrestes.  
 Manliness of Christ. (Hughes).    Ruskin's Ethics of the Dust.

Here is a library of twelve volumes which sell, when bound in cloth, at from \$10 to \$15, all to be had for a little effort to do a good thing for your neighbor.

Any one sending a club of *six* and \$7.50 can have *six* of the above books.

Any one sending two names and \$3 may select *three* of the above list.

WARRICK COUNTY.—The teachers of this county held their third annual association in Boonville, December 30 and 31, 1881. The meeting was large and the interest unusual. The ordinary course of such meetings was varied by a series of prize contests in Declamations, Essays, Debates, Orations. The following persons won the prizes named: Florence Fuet got a set of Waverly Novels; Lillie Beatley, Hume's England; R. M. Graham, Gibbon's Rome; T. J. Shrade, Macaulay's England.

Hon. H. W. Blair, Senator from New Hampshire, has introduced in the United States Senate a "bill to aid in the establishment and temporary support of common schools." It provides for the appropriation of \$15,000,000, the first year, \$14,000,000 the second year, \$13,000,000 the third year, diminishing \$1,000,000 yearly till ten appropriations have been made. This is to be distributed among the states and territories on the basis of illiteracy.

DELAWARE COUNTY.—School house No. 12, in Harrison township, was burned January 17th. It caught from a defective flue, while the school was in session. Miss Laura Dragoo was teacher, and there were present about 40 scholars, every one of whom lost all his books.

The Newton County Teachers' Association will meet in Kentland, February 4th.

There will be a teachers' re-union at Delphi, March 3d and 4th.

There will be a meeting of County and City Superintendents held in Indianapolis, February 22d and 23d. One of the subjects for consideration is "A Course of Study for High Schools."

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### PERSONAL.

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S. M. Ralston is principal at Quincy.

G. F. Kenaston is principal at Attica.

J. C. Weir is superintendent at Leavenworth.

A. W. Dunkle is superintendent of the Delphi schools.

F. D. Hainsbaugh is principal of the Brookston Academy.

J. R. Starkey is superintendent of the Martinsville schools.

W. J. Davis is superintending his second year at Mt. Vernon.

R. S. Groves is serving his first year as superintendent at Aurora.

J. M. Daniel, Supt. of the Jasper schools, is conducting a vigorous editorial column in the *Jasper Courier*.

H. B. Jacobs, Supt. of the New Albany schools, presided over the State Teachers' Association in such a manner as to elicit general commendation.

Rev. Wm. Van Sickle, a former student of Hartsville University, has been appointed Supt. of Pike county, to fill the vacancy caused by the death of L. W. Stewart.

W. H. Venable, for many years teacher in Chickering Institute, Cincinnati, upon the death of Mr. Chickering, has succeeded to the principalship of the school. May he and the school both prosper.

W. C. Washburn, last year principal of the Charlestown schools, teaching this year in Cincinnati, is now thoroughly prepared for the winter-school. He was recently married, and has the congratulations of the Journal.

The State Association did a right thing when it passed a vote of thanks to E. H. Butler, Supt. of the Winchester schools, for the efficient manner in which he, as chairman of the Executive Committee, planned and conducted the last annual meeting.

Mrs. Mary H. Hunt, of Boston, who made an address on Temperance before the State Association, is one of the most effective speakers in the land. Her address was listened to with rapt attention throughout. We learn that she will return to the state in the spring, and that her services can be secured for lectures on Temperance.

Charles I. Gregory, a teacher near Shelbyville, Ind., recently became involved in a difficulty with one of his pupils and shot him, but the wound was not fatal. The pupil is represented as being a very bad boy, and was urged on to deeds of insurrection by his father. The teacher certainly had great provocation to inflict punishment, but could not be justified in using a pistol. A teacher has no right, *literally*, "to teach the young idea how to shoot." He has been bound over to court under a bond of \$500.

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LAWRENCE W. STEWART, Superintendent of Pike county, died January 9th. Mr. Stewart was a graduate of the State Normal School, was an affable gentleman, and one of the best superintendents in the state. Not only Pike county, but the state, suffers a loss in his death. The teachers of Washington township (Pike county) passed appropriate resolutions of sympathy and regret. He was highly esteemed by all who knew him.

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## COUNTY INSTITUTES.

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KNOX COUNTY.—Enrollment 151 Attendance good. Instructors: M. Seiler, of the State Normal School; Supt. D. M. Geeting, of Daviess county; Supt. R. A. Townsend, of Vincennes schools; Miss Belle Fleming, of Vincennes High School; O. L. Kelso, of Bruceville, and W. Hays Johnson, of Freelandville.

R. A. Townsend lectured to the teachers and citizens on Monday evening. R. L. Cumnock gave an elocutionary entertainment Wednesday evening. A new feature of the institute was a Declamatory Contest, in which each township had one representative. E. E. Share, of Vincennes township, took the first prize, and E. M. Kessinger, of Washington township, the second. Lucy Draper and Laura McKernon, Secretaries; E. B. Milam, Co. Supt.

FOUNTAIN COUNTY.—The Fountain County Teachers' Institute was held at Veedersburg, beginning Monday, December 19, 1881. The enrollment the first day was 45, which was increased to 108. Considering the fact that it rained almost every day all agreed that the attendance was good. Monday was not spent in getting matters in "running order," but work began at once. Instead of the first day being unprofitable, it was one of the best. The presence of a large number of bright and energetic young men, was to visitors a notable feature of the institute.

J. W. McBroom, principal of the Covington schools, was the leading spirit of home talent. He gave daily lessons in arithmetic, and two lessons in phonics. That he ranks amongst the foremost educators of the state is proven by the high standard which the Coving-

ton schools have reached under his supervision. A. N. Higgins, principal of the Veedersburg schools, also deserves much credit for work done in the institute. He gave daily lessons in grammar, and appeared equal to every emergency. Supt. Bloss and Mr. Cyrus Smith, of Indianapolis, were with us Tuesday and Wednesday. On Tuesday Mr. Bloss addressed the institute on "The Essential Elements of a Teacher's Success." On Wednesday he talked on "School Government." His services were highly appreciated, and he continually grew in the estimation of the teachers. Mr. Smith's presence and services, too, were very acceptable. On Wednesday J. V. Coombs, principal of West Kentucky College, appeared and rendered efficient service during the remainder of the week. On Tuesday evening Supt. Bloss made an able address on "Civilization to-day as compared with 1301." Wednesday evening J. W. Riley, the Hoosier poet, gave a pleasant entertainment. On Thursday evening J. V. Coombs lectured on "Superficial Education."

The success of the institute is largely due to the management by Supt. Booe. The programme prepared by the State Board of Education was made the basis for work. The best of feeling prevailed throughout.

J. S. MYERS, *Sec'y.*

**TIPTON COUNTY.**—The Tipton County Institute was held in Tipton December 26–31, 1881. The attendance was exceedingly good. The able management by which Supt. G. C. Wood conducted it is worthy of comment. It may safely be said that it was the best institute ever held in the county. The leading instructors were Supt. J. M. Bloss, J. V. Coombs, H. N. Carver of Valparaiso, Prof. Thrasher of Butler University, Prof. Steele of Danville, J. M. Olcott of Indianapolis, B. M. Blount of Irvington, D. N. Berg and Superintendent Croan of Anderson, and Messrs. Wood, Armstrong, Clemmens and Goodykoontz of Tipton.

The adjoining counties were well represented. The best of attention and interest was manifested.

C. A. PETERSON, *Sec'y.*

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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### BOTANY.

Dr. Siemen's experiments with plants grown in electric light show that in continuous light plants grow more than when darkness alternates with light. Perhaps the darkness of night is a difficulty in the way of plant life which has to be met by a special development, instead of a time of needed rest.

Bessey's Botany, published by Henry Holt & Co., is the best English text book on structural and physiological botany. It is used as a text-book by Profs. Coulter, of Wabash, and Barnes, of Purdue. Every one interested in botany will enjoy it.

## ZOOLOGY.

The practical aspects of zoology must be of interest in British India. 21,990 persons were killed there in 1880 by snakes and tigers! The mortality is increasing, as in 1876 the victims were only 19 273. Moreover the white ant costs the British Indian government \$500,000 yearly for repair of woodwork, bridges, etc., caused by its depredations.

Horses and dogs often race for mere fun with railroad trains. Mr. Charles Aldrich, of Webster City, Iowa, has noticed sparrow-hawks racing with the cars for miles!

In 1831 the total number of animals described was not more than 70,000. The present number is 320,000. From 25,000 recent species among fossils the record to-day is 2,000,000.—*Sir John Lubbock.*

## SCIENCE AS SEEN BY THE POET NATURALISTS.

John Burroughs, of New York, is filling the place made vacant by the death of Henry Dowd Thoreau, of Massachusetts. His books: "Birds and Poets"; "Winter Sunshine"; "Locusts and Wild Honey", will be found on the shelves of every lover of nature for its own sake, along with Thoreau's "Excursions"; "Week on the Concord and Merrimack Rivers", and "Walden Pond." There is no more charming natural history reading than these books; they are often philosophical as well as poetical, and as to nature, they are accurate and truthful.

## GEOGRAPHY.

The recent census of India shows the population to be 252,000,000, of whom 20,000, or one in every 12,600, die annually of snake-bite.

In the Chinese province of Shensi the sand from the desert is destroying the country in spite of high walls, and some cities are already half buried.

Edward Nelson, of Chicago, has been four years in Alaska, and has collected 12,000 specimens relating to Alaskan Ethnology, for the Smithsonian Institute. Among them are 80 skulls of Eskimo.

## BOOK TABLE.

*The Atlantic Monthly* still comes to us filled with the best current literature of the day. It publishes no illustrated articles, but gives all its space to the best thoughts of the best thinkers of the age.

*Homeric Synchronisms—An Inquiry into The Time and Place of Homer.* By Hon. Wm. E. Gladstone, M. P. New York: Harper & Brothers.

The author of this book, although almost continually in public life, is one of the leading scholars of the age. He is the author of a work entitled "Homer and His Works," in three large volumes, not published in this country. This indicates his ability to discuss exhaustively the subject of the book named above. Homer's Illiad, conceded by all literary critics to be the greatest epic poem of all the ages, has been variously commented upon in these latter days. Some have taken the ground that Homer himself was a myth, and that his poems are simply a collection of ballads that had been composed and sung by different persons and handed down for ages as legends, before they were written. These persons deny that there was such a place as Troy or such an event as the Trojan War.

The object of Mr. Gladstone in this book is to prove from internal evidence, chiefly, that the poems, the Illiad and Odessy, are the work of one mind, and that they have a historical foundation. The book exhibits vast research and broad learning, and the argument seems incontrovertible.

*The Educational Weekly*, of Chicago, is no more. In its stead is *The Present Age*. The "Weekly" was owned and edited by J. Fred. Waggoner. The "Age" is owned and edited by the J. Fred. Waggoner Company, with J. M. Gregory president, J. L. Pickard vice-president, and J. Fred. Waggoner secretary and treasurer. The other stockholders are Jas. H. Smart, John Hancock, Louise Allen Gregory, W. P. Jones, Mary A. West, G. S. Albee, and O. V. Tousley. May the new paper prosper under its manifold head.

*Germania and Agricola*—By W. F. Allen. Boston: Ginn & Heath.

This little volume contains the Latin text of the Life of Agricola, and a sketch of Germany by Tacitus. The notes, comments, information and suggestions, by Prof. Allen, are just what the student needs. The work is not done for the student, but he is judiciously helped to do the work for himself.

*The Christian Union* is now edited by Lyman Abbott alone, Mr. Beecher having retired from the editorial staff. This will make no perceptible change, as Mr. Abbott has for years been the chief editor, and Mr. Beecher's sermons will be printed in it, and he will still write for it. In our estimation it is the best family religious newspaper in the United States.

*The Wide-Awake*, published by D. Lothrop & Co., Boston, has been enlarged, and is now just about as near perfection as a youths' magazine can be. Its illustrations and its matter are beyond criticism. It ought to be in 10,000 Indiana families.

*Normal Mirror* is the name of a new paper "devoted to the dissemination of normal principles," as taught at the Southern Indiana Normal School, at Paoli, Ind.

## BUSINESS NOTICES.

Read the advertisement of the Summer Term of Purdue University.

If you wish to know where to find the best Tracing and Writing Books, read the advertisement of D. Appleton & Co., on another page.

Sheldon & Co., of New York, have moved the headquarters of their Western Agency from 303 Wabash Ave., Chicago, to 369, same street, to secure more room and better facilities.

Send to Houghton, Mifflin & Co., Boston, Mass., for Longfellow Leaflets to use in your schools. They are just what you need in preparing for the Birthday celebration. See advertisement on another page for prices, etc.

**60** CHROMO or 30 FINE WHITE Gold-Edge Cards, name on, 10c. Agents' Sample Book, 25 cts. F. M. SHAW & CO., Jersey City, N. J.

**70** ALL NEW STYLE CHROMO CARDS, beautiful designs, name on, 10c. 50 Elegant new designs, the handsomest ever sold, with name, 10c. or 25 Extralarge Chromos 10c. GORDON PRINTING CO., Northford, Ct.

The Mutual Benefit Life Insurance Company of Newark, N. J., is one of the oldest, safest, and cheapest companies in the world. It matters not what the agent of any other company may say for his own company, he will always admit, if he is honest, that the "Mutual Benefit" is equal to the *best*.

It is wise to carry a life insurance policy. The best business men in the country do it. This policy should be taken in early life so that the burden of carrying it will not come in old age. Every one should insure, and insure in a company that is *reliable*, and employs the "non-forfeiting plan." For facts and figures that are convincing, address Martin I. Whitman, State Agent, Indianapolis.

The Dixon Pencil takes the lead. They can be had of any size and of any degree of hardness. The lead is smooth and of the best quality. Their drawing pencils are recommended by the best drawing teachers in the country. For particulars see advertisement on another page.

THE HOME AND SCHOOL VISITOR—A sixteen page monthly, printed on book paper, expressly for boys and girls. This paper is carefully graded for supplementary reading, being perfectly adapted to the wants of the little boys or girls just beginning to read, as well as the advanced student in literature. Price 25 cents per year until Jan. 1st, 1882. After that date, 40 cents.

LEE O. HARRIS, Editor.

D. H. GOBLE, Publisher, Greenfield, Ind.

WANTED—Agents for the Life and Public Services of General Garfield, a most attractive and fascinating Biography. Price \$2.00. Liberal commissions. Teachers can readily add \$50 a month to their salaries without neglecting their schools.

A. C. SHORTRIDGE, Indianapolis.

TEACHERS WANTED—To examine the *American Juvenile Speaker and Songster*. It contains 40 pp. songs with Gymnastics in song, march and exercise songs; 50 selections for declamations or supplemental reading lessons; 11 pp. choice thoughts for memorizing; and 17 short, spicy dialogues. 127 pp., bound in board, 40 cents.

Send 40 cts. for sample.

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## THE SCHOOL NEWS.

The *only newspaper* prepared expressly for the use of schools. Issued monthly. Gives summary of all the important news of the world. *Terms*: Single copy, 35 c's. To clubs of 10 or more, 25 cts. 10 sample copies for trial in school sent to any address, *free*.

HENRY D. STEVENS, Editor, N. W. cor. Circle and Meridian Sts.,

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TUITION FREE to county appointees. To others, tuition and incidental fee, combined, \$5 for term of eleven weeks

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### SPECIAL REVIEW WORK.

Prof. Smith, finding the labor too heavy, has decided to discontinue the Purdue Summer Normal School, but will arrange for this term of the University a **SPECIAL REVIEW COURSE**, designed for those who wish to enter the Freshman Class next fall, or who wish to review the legal branches thoroughly in preparation for examination for teachers' license. *No examination required for admittance to these classes.* Splendid opportunity for preparation or review at small cost.

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## CONSCIENCE TRAINING IN THE PUBLIC SCHOOLS.

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**H**ERODOTUS records that in ancient Persia the children were instructed from their fifth to their twentieth year in three things only; viz, the art of the bow, horsemanship, and a strict regard for truth. Not a very comprehensive course of study, you may say. No great room therein for a display of "Normal methods" and "new departures." The crude and empty education of an unenlightened age. And yet it might have been worse; possibly, for that age and nation it could not have been better. Doubtless then and there, as now and here, the idea prevailed that that education by the state is best, which best fits for citizenship in the state. War was both the condition and the end of Persian society. Offense and defense were the fundamental objects of the government. To sustain such a state of society, it was a matter of the first importance that the forces of all its capable members be combined in military drill. Horsemanship and archery stood in somewhat the same relation to the militant society under Cyrus that language and mathematics hold to the industrial and commercial life of to-day. They were the efficient means of enabling the individual "to combine with his fellows" as Dr. Harris would say.

But to satisfy the demands of the ancient state, it did not suffice that the coming citizen should simply have knowledge and skill *to do*. Back of his ability as a soldier, there was an ideal character which he must *be*. His service of the state and his intercourse with his fellows must spring out of the truth within himself. To this end, for fifteen years of his minority he must be trained to "a strict regard for the truth."

From the early Persian teacher to the Hoosier Schoolmaster is a hundred generations. In the development of centuries the horsemanship and archery of the ancient state education have become the "common branches" of our modern school system. But how about the moral element of that primitive course of training? In the process of evolution has it kept pace with the education in knowledge and skill? Is the training to truthfulness in word and deed of less importance to the stability of our commonwealth to-day than it was to the welfare of the state beside the Euphrates in the dawn of civilization? The fate of all the nations that have gone to the grave of history points to the one great fact, that permanence of a state rests more heavily upon the moral character of its people than upon all other props combined.

Never before has this truth received such general recognition in the educational world as it does now. Teachers of the state are coming to the conviction that fitness for citizenship in this world rests upon the same basis upon which teachers of the church have always predicated fitness for the world to come; that is, righteousness of heart. Hence it has come to pass that, under some form or other, "lessons in morals" enter into the programme of almost every teacher.

Yet it is possible that there is room for further progress in this direction. It is not enough that the children of the state shall be brought to an intellectual apprehension of right and wrong; otherwise the instruction in morals now afforded by the public schools would be seen to work yet greater transformation in the character of the pupils than they do. The essential thing, and that which moral lessons addressed to the understanding alone too rarely secure, is that, with a clear perception of the rightness or wrongness of any contemplated act, the emotions may be stirred

and the will bent to choose the right and to refuse the wrong. Let this experience be repeated again and again, and in time a right habit of feeling and choice will be established, and the character and conduct of the child will be permanently affected.

In the school days of Cyrus, no war had yet arisen between the church and state. We may reasonably suppose that fidelity in the youth might be cultivated by an appeal to all the sacred writings and the authority of all the gods, without arousing opposition to public education from any sect or faction. But to-day popular opinion is radically divided upon the question of what the public schools may or may not do for the purpose of quickening the moral consciousness of the rising generation. Religious and rationalist, materialist and spiritualist, humanitarian and pietist, each and all demand a revival of conscience, and each stands ready to point out the proper means for bringing it about.

In the midst of their clamor the schoolmaster, jealous of the welfare of his calling, very naturally seeks to harmonize all parties by eliminating the doctrines of the sects from the teaching of the schools. Thus far he does well. But when, observing that conscience often asserts itself most forcibly under the form of religious conviction, he concludes that the cultivation of the moral sensibility must rest under the same ban as the inculcation of religious dogma, he is in serious error. But willing to justify himself, he asks questions like these: Is not the routine of school discipline in itself a promoter of good morals? Promptness, punctuality, industry, self-control—are not these elements of right character; and are they not fostered by the fixed programmes and iron-clad regulations governing attendance and deportment and study? And obedience to authority—is not this a moral trait, and does not the infliction of penalties, suspension, and the rod, inculcate this virtue in the youthful mind? Does not the protection from the corruption of the street which the schoolroom affords count for something in the promotion of righteousness? Must not the effect of all these influences brought to bear upon the pliable nature of children year after year, do very much to establish good moral habits? To all these things we answer, yes

life. To those who come from homes of virtue and industry with good morals already established, the labor and discipline of the rightly ordered school afford favorable conditions for the maintainance of the good character already formed.

Granting that the public school trains to correct habits while devoting itself exclusively to the physical and intellectual needs of the child, it does a good work. But does it do enough? As the agent of the state has it yet done all within its power to fit the child for the highest and noblest citizenship?

Right habit formed under conditions of external control and direction is good, but right habit growing out of obedience to intelligent inward conviction is far better; and this ultimate end of moral training, the mechanical regulations and intellectual instruction of the school can never, of themselves, secure.

and amen. To the vicious and depraved who come from the streets and homes of vice the exercises and restraints of the schoolroom offer a new industry and the outward forms of a moral

That education is best which best fits for grappling with the practical problems of mature life. Within the schoolroom, life is contracted and comparatively uniform. Most questions of right and wrong are settled arbitrarily by rule or by the teacher. Beyond the schoolroom lies the large and varied life of the citizen. There, few questions are settled arbitrarily. Schoolroom habits fail to fit the new conditions. No more marching in line; no more sitting still and keeping the eyes fixed on the teacher, as the fulfillment of duty; no more uniform rules for the guidance of conduct. The problems to be solved and the questions to be decided bear little relation to the tasks of the schoolroom. Perchance the young citizen has brought with him from the school habits of perseverance, method and self-helpfulness; and these are prerequisites to success in the world. But now, that he is out in the world and away from the arbitrary life of the school; whence shall he obtain the right standards of success? Perseverance in getting ahead of other people, method in securing honors without honesty, self-helpfulness in amassing money without rendering real service, may lead to the most disastrous failure.

Society is full of false standards of right and wrong maintained under the forms of correct moral habits. Baldwin the defaulter was, up to a certain date, by the newspaper accounts, a paragon of good habits, but when the speculative mania struck him, he proved sadly wanting in moral power. Judas may have been the most energetic, methodical, and punctual of all the twelve, but while contemplating the foulest treachery, he had no compunctions of his better nature that could counteract the imagined pleasure of clutching the thirty pieces of silver.

That the public schools contribute nothing to the superficial life, the shams and the shoddy; the unfaithfulness to obligation; the violation of trust, the commercial and official degradation of our day, we would gladly believe. That the schools are mainly responsible for these things may confidently be denied. But that public education might do much more than it now does to free the society of the future from such errors and sins may safely be asserted; and for the accomplishment of this beneficent work two things are essential: first, to give to the children correct standards of obligation; and second, to arouse within them a moral sensibility, so strong in view of these standards as to constantly bend the will in the direction of the higher life.

The means of accomplishing the latter of these objects lies more especially within the province of this discussion.

At this point it may be appropriate to inquire if all the elements of school discipline, as sometimes administered, tend to quicken the love of the true, the beautiful and the good in the minds of children. What shall we say of the temptation to lying, presented in the form of embarrassing questions concerning conduct, or of the self-reporting system in which the truthful offender knows that he will be punished while his untruthful partner in mischief goes free? What of unreasonable and extravagant rules, born of the teacher's arbitrary authority and deficient conscience? What must be the moral effect when a teacher from stupidity or indifference imposes upon a child a task which the child is conscious is beyond his power to perform? How far is a conscientious regard for truth inculcated in a pupil whose veracity is questioned by a suspicious and vindictive teacher? Or what

sense of the sinfulness of lying may be expected in a school whose leader makes promises and fails to fulfill them? Shall not a teacher's hasty censure and wrong judgment, if unconfessed, harden the tender mind against better impressions? An insincere apology in writing or in person is forced from an erring child—does it foster sincerity and candor? What further shall we say of unjust estimates by the teacher of the relative sinfulness of different transgressions; the presentation of wrong incentives to effort by threats of demotion and the terror of supervisors; the offering of prizes to be lost, may be, by the one who strives hardest; the cramming for examination; the hypocritical transformation of teacher and school in the presence of visitors; the "fixing things" for the anticipated visit of the superintendent; the public announcement in the schoolroom to that official of the stupidity of this boy, the weakness of that girl, the low-lived family from which this pupil comes, or the poverty which prevents that girl from having the needed books?

In a system of schools where these and kindred evils abound, (if such a system may at all be supposed anywhere to exist), is it any wonder that moral life is low? Need we marvel, in such case, that parents who have brought their offspring up through the stage of family nurture, pure, candid and conscientious, shudder at the thought of the transition from the influences of the home to the influences of the school? Were such things the rule instead of the exception in our public schools, they might almost justify the cynicism of Sir Hudibras's lawyer who, looking upon the knaves and defaulters of society, exclaimed:

"We've store of such, and all our own,  
Bred up and tutored by our teachers,  
The ablest of conscience stretchers."

But these reminders of the dark ages of pedagogy are painful. Teaching is now one of the polite professions; why then wound our dignity by insinuations of such petty practices in our ranks? Forgetting these unpleasant reflections, let us address ourselves to the task set before us of suggesting some positive influences to conscientiousness among the boys and girls.

First and always let there be conscientiousness in the teacher;

a call to the work; a full and hearty acceptance of the relation to children which it is the design of the state that he shall assume, viz, that of a temporary parent. Intellectual attainment, professional skill, and good moral habits are prerequisites. But in the ideal teacher there is added to these as the ruling principle in his work, a sincere regard for the welfare of each individual pupil under his charge. His daily service is not measured by the number of hours of labor fixed by the law, nor his exertion by the amount of his per diem. His heart is in his work, as is apparent to all from his painstaking preparation and execution of the details of each day's duties. No necessary attention to the weak and unfortunate members of his class is counted drudgery. This manifest conscientiousness in the teacher is a standing incentive to right feeling and right action in the children—without it there can be no cultivation of conscience in the school.

Conscience, like memory, must be trusted if it is to be developed. Distrust hardens the mind against good impulses. Horace Mann used to proceed upon the assumption that every pupil was truthful until the opposite had been proven. This confidence soon became a power, leading the most unprincipled to feel a sense of shame at the thought of practicing deceit upon so fair and candid a master.

Conscience develops most rapidly under the influence of sympathy. "Moral education is the training to perform right actions from right feelings." Right feelings in the child are fostered by right feelings in the teacher. Here is the spring of all proper school discipline. Herein lay the power of Dr. Arnold. A strong, well-developed, manly man, he had all the sympathies of a boy. Maintaining the warmest personal relations with each individual pupil, he could always address himself immediately to the conscience of the pupil. So, too, at the ideal "Bird's nest." Dr. Holland records that "Mr. Bird had a strong sympathy in the life of a boy for his own sake. Every new boy was a new study that he entered upon, not from any sense of duty, or from any scheme of policy, but with a hearty interest excited by the boy himself. And in this sympathy [frankly and sincerely manifested] he held the springs of his wonderful power over them.

The only rules of the school were those which were planted in the conscience and reason of the pupils. Mr. Bird was only the biggest and best boy. The responsibility of the boys was not a thing of theory only. It was deeply realized in the conscience and conduct of the school." The master was strong and just, but benignant and tender. His eyes could fill with tears of sympathy while he pronounced the sentence of justice; he could conduct the exercises of the school with a weary boy sleeping upon his manly breast. In the hands of such a teacher, school discipline, instead of being an exercise of police powers to repress wrong-doing, became a constant training to right feeling and right choice. Distorted consciences were rectified; smothered consciences kindled to life. Arthur Bonnicastle is precocious and has a conscience so tender that the smallest theft would make him utterly wretched, and yet he could lie by the hour without compunction. Frank Andrews has almost no moral sensibility—is haughty, overbearing, idle, obscene—a poison to every weaker boy with whom he comes in contact; but when summoned before the strong public sentiment of the school in favor of truthfulness and purity, the one is led to see his heretofore unconscious fault of character and to overcome it; the other is conquered and introduced to a new self, without any "flailing" as Jack Linton called it. Both came out of the discipline without a revengeful thought toward teacher or schoolmates, and with an increase of moral perception and of power over himself which was a preparation for the right discharge of the duties of coming manhood, such as no amount of intellectual training could have conferred.

While the schools of the state may not either directly or indirectly inculcate sectarian tenets, they ought not in any degree to suppress the growth of religious feeling already alive in the hearts of the rising generation. If the teacher be religious, not the doctrines of his sect, but the virtues and graces of his own personal life should show themselves as the potent factors in the life of the school. If not religious, his treatment of his pupils should do no violence to their religious convictions. Freedom for the citizen to worship God according to the dictates of his

own conscience ought to be a guarantee of like freedom to his children. No more does the teacher who takes advantage of his position to propagate his own peculiar religious faith violate the trust committed to him by the commonwealth, than does he who, having no religious faith, attempts to undermine that which he finds already existing or springing up in the minds of the children. Jew, Catholic and Protestant are each to feel, not only, that his religion is tolerated, but that it is treated with genuine respect by all parties in the schoolroom.

If the conscience of the state is to be quickened, both the home and the church must, as far as possible, be kept in vital sympathy with the schools of the state.

Nor is there danger that the intellectual life of the school shall wane as a positive religious sentiment comes to pervade the hearts of any of its individual members. "The person who habitually scrutinizes his motives and examines his feelings in the light of the law of duty and of God, can not but cultivate and strengthen his intellect by the process." While the public school is diligently at work enlightening the children of the masses, it may safely and with profit maintain a friendly attitude toward the Sunday school, and revival meeting, and confirming school, in their efforts to awaken and strengthen the consciences of the boys and girls within their reach.

Lastly, the moral sensibility, like any other power of the mind or body, must be *brought into exercise*, if it is to be developed and trained. Let the children be led to contemplate examples of self-sacrificing devotion to duty without hope of reward other than the approval of conscience. Let the precepts of the Holy Scriptures, which above all other writings address themselves directly to the human heart, be intelligently and judiciously enforced by a teacher who sincerely reveres and obeys them himself. Let elevating selections from this and other sources be committed to memory. By all these influences there may be established in the little world of the schoolroom, a positive public sentiment in favor of the right. Before the bar of this public conscience, rather than before the autocratic scepter of the master, let each individual pupil be made to feel that he is amenable

for his conduct and character. If punishment must be inflicted, as sometimes will be the case, let the offender feel that he is suffering the penalty of the violated sense of honor and right in the community of which he is a member. Let any effort, no matter how feeble, toward faithfulness and fidelity on the part of those whose moral susceptibilities and powers are weak, receive a generous recognition by teachers and school fellows.

Under such conditions and by such means as these in the hands of thoroughly conscientious teachers, much may be done by the state, to realize in our day, the ideal set up by the ancient Persian state, of training the citizens of the future to a "strict regard for truth," in all the relations of human society—to present to them during their school-days "a view of life so just and adequate, that these, in passing from the bounds of tutelage, shall know where and how to seek the real honor, the steadfast good, the abiding triumph of the just."

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## OBJECTS IN TEACHING U. S. HISTORY.

BY E. E. SMITH.

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**T**HE points involved in history-work seem to be seven: The event, date of the event, place of the event, parties involved, causes, results, contemporaneous events. Sometimes one of these points is of special importance, sometimes another. Any system of teaching history, therefore, which lays special stress upon a portion of these points all the time, irrespective of circumstances, to the exclusion of the others, is erroneous. If, for instance, in giving instruction upon the history of the Revolutionary War, the teacher should direct attention too closely to the events of the war and the time of those events, he would commit a serious blunder. The practical lesson to the pupil contained in the causes, the surroundings, and the results, are mainly lost. What is the Revolutionary War without its teachings of patriotism, of liberty, of resistance to oppression, of final revolution by a long-forbearing, peace-loving people? History

is not a mere chronological table of persons, events, and dates, and the teacher who makes it so is doing, not only no good, but an actual injury to the pupil, especially to the prospective citizen of a republic who is to use the wisdom learned from human experience in helping to guide the affairs of his country.

The study of history can be made the dryest, dulllest, hatefulllest, most abominable stuff that was ever forced down the throats of unwilling students. The writer's stomach rebels even now against some doses he was forced to take in earlier years. And yet no study can be made more pleasant, interesting, and profitable. The teacher, by illustration, by incident, by careful arrangement from previous thorough study of the special subject to be taught, should keep before the pupil's mind a moving panorama of human life and action, upon which all the lights and shades of life should be thrown with skillful hand. In this way alone can history enter as an active element into the feeling and thought of the pupil, and repay the time and expense of its teaching. But this requires a wise discretion and a careful discrimination of the objects to be kept in view by the instructor. These objects we conceive to be the following:

1. *Facts.* That certain important events, as the Declaration of Independence, or John Brown's Raid, occurred, is of itself valuable as knowledge, as circumstances may lead to investigation and the development of other features. Yet facts in themselves are of little value if one does not know what to do with them. A person's head may be so full of facts that there is no room for anything else. To make the facts of value there should be, among other things,—

2. *An Association of Events with Places;* as, in accordance with a law of the mind, this adds vitality to the events, makes them more actual by localizing them, and assists the memory by the mental map thus produced. Taking Boston for a locality, the pupil might be required to make recapitulations of the numerous incidents connecting it with the early history of New England, carefully systematizing his work, dropping out unimportant points and dates, arranging the details under proper heads, and thus solidifying and unifying his work around a com-

mon center. This should be accompanied by a map of the locality, geography being the background necessary to bring out clearly the varying features of the historical picture.

3. *To Link into Chains Events Producing Great Results.* As the old adage has it, "Rome was not built in a day." Great social reformations and civil revolutions are not the product of sudden impulses, but the final culmination of a long series of causes. To properly understand these changes, a pupil must be led to trace the gradual growth of the power that produces them. The war of the Revolution, for example, is only fully apprehended when we have traced the slow but sure development of the spirit of liberty and self-dependence through resentment against the arbitrary change of charters, hostility to the tyranny of the royal governors, and secret rebellion against the unjust restrictions imposed upon manufacturers and commerce—all resulting in a feeling of restlessness; through the arduous labors necessary to overcome nature, successful conflicts with the Indians, and a favorable comparison of bravery with that of the Regulars in the first wars with the French—all producing a self-consciousness of energy and power; and, finally, through the sudden recognition of the strength in united effort, the ability to command large resources, and the confidence that can be inspired by a few brilliant victories from the French and Indian War—all conspiring to break the ties loosened by distance and weakened by oppression.

4. *Knowledge of the Present, Judgment of the Future by the Past.* These are specially valuable to a citizen of a republic. Eternal vigilance, it is said, is the price of liberty. But of what value is vigilance if one can not read the signs of the times? If one knows not the tendency of influences, actions and events, watchfulness can only fill him with anxiety and uneasiness. He is constantly mistaking a pleasant summer cloud, that may shield him from the sun's scorching rays, for an equinoctial storm-cloud, bearing death and destruction in its bosom. So frequent is his false cry of "wolf," if he become a public servant, that when the wolf does come no one believes him.

5. *Effects of Education, Science, Religion, and Morality upon*

**Society.** Every force has an influence, an influence a tendency, a tendency a desire, a desire an act, an act a result—the chain being followed regularly from beginning to conclusion, unless some new and greater force suddenly check the natural order. Society is not an inflexible body moving in a straight line, but a body as full of undulations and changes as the ocean, and as subject to sudden and violent storms. Man may not control the waves of the ocean, but society's billows can be led to sweep where its leaders wish. No great revolution has been threatened or reformation begun without having a basis in one or the other of the forces heading this section. It may not get so far as an act, frequently only so far as an influence. How and where these produce effects, the manner and extent of their agency in fostering or destroying established institutions, should certainly be known to him who is himself the instrumentality through which the power operates.

¶ 6. *Acquaintance with Men, their Character, Influence, etc.* The lives, the characters, and the heroic deeds of men and women; the changes in customs and institutions, the development of society and the growth of government, all interwoven with thrilling incidents, scenes of honor and dishonor, and accounts of new and wonderful inventions and discoveries, are full of interest and instruction. There is no good reason, therefore, for the dislike of history so common in the schools. The history of the lives and destinies of men, as carried out by their own deeds and by surrounding events, must ever be attractive to the youth just upon the threshold of existence, to whom for the first time has come the realization that he is a factor in the problem of life.

On the one hand there is great inspiration in the lives of honor, on the other hand there is solemn warning in the lives of corruption, of those who here take prominent parts in shaping the current of events. What more impressive or important lesson can a pupil receive than a sharp contrast between Washington and Benedict Arnold? or between Benedict Arnold the patriot and Benedict Arnold the traitor? On the basis of self-interest alone, will not the student prefer the plaudit, "First in war, first in peace, first in the hearts of his countrymen," to the reproach

heaped upon the exiled wanderer, whose memory is preserved only that it may be detested?

7. *Knowledge of the Customs, Habits, Manner of Life, etc., of Bygone People.* He who knows what anything costs, appreciates it the most. If the young have impressed upon their minds the dangers, hardships, anxiety, and sorrows of the Revolutionary fathers and mothers, and of the pioneers of the great West—the musket of the British soldier, the frozen plains of Valley Forge covered with blood-stains from naked feet, the dreary pineries and sand-hills of the South dotted here and there with mounds covering famished soldiers, the skulls cleft by the tomahawk of the savage, the skeletons of unburied victims of wild beasts' fury, the lonely deaths of those lost in the midst of boundless forests, on the one hand; the log-hut lighted only by the firelight or the tallow-dip, the hardy and homely fare, the plain homespun clothing, the rough board seats in church and school-houses (where there were churches and school-houses), the long wearisome journeys in visiting friends, the partings from relations and friends with little prospect of meeting them again, on the other hand—if these are all thrown into the foreground as parts of the cost of the peace, comforts, and liberties now enjoyed, they would certainly make the young more contented with their surroundings, more appreciative of their rights, and more disposed to protect those rights and perpetuate their blessings.

8. *Moral Instruction.* This is given more from example than from precept, in teaching history, and hence is more effective, unless the teacher dose the pupils, *ad nauseam*, with moral lectures upon every possible opportunity. The fact or deed should be so portrayed that it would carry its own moral. Thus a brief contrast might be made between the different results arising from the vicious and indolent habits of the so-called gentlemen at Jamestown, and those coming from the industry, honesty, thrift, and enterprise of the Puritans, leaving the pupils to draw their own conclusions.

9. *As a Partial Summary, the making of Good, True, and Intelligent Citizens.*

10. *As a Complete Summary, the making of Patriots, with hearts*

large enough for all the states and small enough for one. The relation between state and nation—neither belittling the former to a mere geographical division, nor magnifying it so as to hide the power and dignity of the latter—should be well taught in a broad, patriotic spirit, as well as “the duties of man to man in connection with personal security, liberty, and property.”—*National Journal of Education*.

PURDUE UNIVERSITY.

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## HOW TO TEACH THE TRUTH.

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BY J. M. GREGORY, LL. D.

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**THE** full, ripe aim of all Sunday-school teaching is to produce intelligent, practical Christians—Christian creed and character working out into Christian deeds and life.

1. In truth-building, as in house-building, each brick or stone must rest upon some brick or stone laid before. Knowledge must be built upon knowledge. As a maxim find out what the pupil knows. Take nothing for granted. Dig down with questions till you find clear knowledge; then place the new truth fittingly upon the old. To do otherwise is to build upon quicksand, or worse still, upon thin air.

This rule is important, and the brick illustration does not tell it all. Each truth is a part of some grander truth—some system of truths. It is a single line or feature in a great picture. must be joined properly to other lines already clearly drawn, or its meaning will be but half seen. Nor is this all. Truth is the light for truth. The mind moves forward by comparing. interprets the new fact for the old. A fact utterly unlike all known facts, in every part of element, is a puzzle. One may teach by parables, illustrating the strange by the familiar, but by puzzles never.

Much teaching and preaching fails at this point. “What did you learn at Sunday-school to-day?” said a mother to her little boy. “Oh, nothing, mother. The teacher talked beautiful,

but I couldn't understand him. 'Twas about somebody I never heard of before." A wise teacher could have found out that "never heard of before," and would have begun the story at its proper beginning.

2. But there is another maxim equally important in truth teaching. A good beginning will not make a good ending unless the good continues all through. He who forgets to fasten the first link of his chain to a firm post is scarcely less foolish than he who leaves out some later link. Teaching must proceed by proper steps "without skips," says Pestalozzi. But truth is a picture, not merely a path—a picture of things as they are. The aim of teaching must be to help the pupil paint this picture in his mind—to think the truth as it is. Its several lines and parts must be drawn in order, with due light and shade. If any attribute of God, an act of Jesus, a doctrine of religion, a precept of duty, or a text of Scripture is to be learned, it must not only be shaped in the pupil's mind out of ideas already known to him, but it must be painted there in its proper form and proportions and color, step by step, line after line, and tint upon tint.

A partial or one-sided view of a truth is as bad as a false view. Every attribute of Deity is as beautiful as magnificent, but they are often so presented as to excite a mere feeling of terror. It was a one-sided view of Daniel among the lions which led the little boy to pity the young lion rather than the prophet. Sad the work when by unskillful teaching we turn the great and soul-saving truth of God into a miserable and mischievous lie.

3. Both of the foregoing rules for teaching truth imply a third, equally important. *It is to awaken and stimulate the mental self-activities of the pupil.* All other rules in teaching involve this one. This is central and pivotal. The last aim and result lie in the pupil's soul. The last and effective act must be there.

The teacher may point, but the pupil must see. The teacher may tell and describe, but the pupil must think the truth told or the fact described. To set him thinking, and to see that he thinks right, such is the true teacher's task. Too much telling often spoils teaching, just as too much abundant feeding hinders digestion.

The pupil's mind may fail to act at all, in which case the water has been poured into a sieve; or it may act imperfectly, and it results like water poured into a vessel half filled with some foreign and corrupting substance, making a muddy mixture. Tell the same story to ten children. Some will fail to return any of it to your questioning; others will give it back in mere fragments, or in grotesque mixture with thoughts of their own. One, perhaps, will repeat it as you told it, with just and wise comment. Every orator knows how often his hearers fail to think his thoughts, and exactly understand his opinions, spoken ever so plainly.

The rules given for gaining and fixing the attention will serve also for arousing the self-activities, since true attention is an effort of these activities. But another rule must be added. Constantly and patiently employ the pupil's own powers. Tell him nothing which you can lead him to find out for himself. Let him feel his strength. Leave him the joy of victory. Above all leave him to climb for himself into the mountains of divine truth, and see for himself the glorious landscape stretching through earth and heaven.—*National S. S. Teacher.*

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## THE CIVILIZED RACES OF ANCIENT AMERICA.—I.

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A. H. ELLWOOD.

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**H**ISTORY is a record of the acts of man. It is useful as a study, not by reason of any benefit which the mere knowledge of the facts can give, but because, by a careful study of the causes and effects of these acts, man may learn which to imitate and which to avoid.

In this view of the case all history is valuable, and in proportion as that history is of a people isolated from others, working out their own problems of civilization, hammering out of the primitive rocks by their own processes the materials of which states are builded, just in that proportion is it more valuable.

It is surprising that the students of the United States have so vague or so false an idea of America at the time of its discovery by Europeans. We ridicule the London cockney or provincial fop who now thinks the "Awmewikans" are all savages, and is thunder-stricken to find that it is three times as far from New York to Chicago as from London to Edinburgh. But that fop knows more of the Ancient Briton and of the Roman Conquest, of "King Arthur and his Table Round," aye, ten fold more, than does the high school or college graduate in America, know of the vast and civilized empires which flourished upon American soil and filled *our* rank in this continent before the blight of Spanish bigotry swept over America with its besom of destruction.

Our common school histories are especially deficient in their treatment of this subject; so much so as by their omissions to actually teach error. They begin at the rediscovery of the continent by Columbus, pass in review with sufficient minuteness the early labors of the navigators, excepting the most wonderful achievement of all, that of Cortez, which they either omit or pass in such brief and ambiguous phrase as to give to the student no definite idea of its nature or results. A chapter is always devoted to the Indians and their customs. In this the inhabitants of the entire continent are referred to, either directly or by inference, and invariably the result is to give the impression conveyed by the following:

"The American Aborigines were fit denizens of the primeval wilderness; children of Nature, the Red men were akin to all that is rude, savage and unreclaimable. These strange people, of unknown origin, were scattered sparsely over the *whole continent*. Their number within the limits of the United States was at no time since the discovery of America above 400,000 individuals. Those dwelling east of the Mississippi River numbered perhaps 180,000."

I have quoted the exact language of one of our best common school histories. You will observe that it purports to describe the *whole continent*. Let us look at the facts.

The city of Cholula, in Mexico, was at that time 2,000 years

old. It had a busy and educated population numbering 200,000 persons. It was the religious and educational centre of Mexico. Its manufactures of porcelain, of which specimens still exist, rival those of Europe in fineness, elegance of form and decoration. Its textile fabrics of cotton and other material excelled the most elegant of Europe. Its workmen in gold and silver accomplished marvels of ingenuity and skill which have never been equalled in Europe.

The city of Tenochtitlan, or Mexico, lay 60 miles distant, with a population of 400,000. Its streets ran at right angles, were wide, well paved, and scrupulously clean. Many of them were lined with substantial stone buildings, elegantly decorated with cornices, porticos, and balconies of carved marbles and other fine stones. Tezcucó lay 20 miles distant with 180,000 inhabitants. Iztapalapan lay between the two with 50,000 people. Tlacopan was upon the other side of Lake Tezcucó with another 50,000. Xochimilco lay a few miles south, nearly as large, while the whole border of the lake and the valley of each stream which fed it, and the sloping sides of every mountain which looked down upon its bright waters was set with villages and cities, shining amid their settings of flower gardens, orchards and well cultivated fields, like diamonds in emerald brooches.

The Emperor of Mexico numbered in his well organized army 30 subordinate chieftains, each of whom brought into the field from 50,000 to 100,000 warriors. This indicates a population of 10,000,000 inhabitants, while the more distant dependent tribes, and the friendly but independent Maya states of Central America would swell the number far above this estimate.

The civilized Peruvians and Bogotese of South America were not so numerous, yet bore about the same ratio to the savage Guarani of Brazil. The somewhat civilized inhabitants of Hayti alone were 1,000,000 in number. Altogether, the proportions upon the entire continent, according to the best authorities which I can collect, was about 20 civilized to 1 savage inhabitant.

Mexico and Peru do not lie within the limits of the United States, and their story does not necessarily form a part of its history; but this is a principle; viz., that all history should pre-

sent but facts, and should so present them that the *omission* of any *apparently* disconnected fact does not teach an error.

For the purpose of attempting to correct this error and neglect, by presenting in brief outline the actual condition of North American peoples with some account of their history and civilization, this and some succeeding papers have been prepared. The subject is one of peculiar difficulty, because the conquering Spaniards, in order to crush national feeling by destroying national history, with sacrilegious care sought out and destroyed every record which could give light to succeeding generations upon the national life of the conquered race, and what we now know has been obtained by careful and laborious search among the fragments secured in the lapse of time from the oblivion to which they had been consigned by the more barbarous conquerors. Truly the unprejudiced observer who has carefully compared the acts and civilization of the two peoples—Spain and Mexico—of the 15th century, must agree with Dr. Draper, who says in his admirable work on the “Intellectual Development of Europe”: “From Mexico \* \* \* a civilization that might have instructed Europe was crushed out. \* \* \* In America she (Spain) destroyed races more civilized than herself.”

In entering upon an account of the inhabitants of a country the subject naturally divides itself into heads. Those which now present themselves to my mind are: “Where were they? Whence came they? What did they? What were they?”

In this order I shall treat the subject in future papers.

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## WHISPERING IN SCHOOL.

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THOMAS BAGOT, SUPERINTENDENT RIPLEY COUNTY.

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**T**EACHERS who allow their pupils to whisper during school hours, and who claim that there is no harm in whispering, generally fail signally when they attempt to justify the position they take.

None deny that the privilege of whispering may be abused by the pupils, but they say that it is the duty of the teacher to restrain it within proper limits. They do not appear to be aware of the fact that the evil lies in the existence of the privilege, instead of in the abuse of it, and that the only way to get rid of the evil lies through the absolute and unconditional abolition of the practice.

It will not do to assert that it is an advantage to a school to allow seat-mates to whisper about their lessons, because in ninety-nine cases out of one hundred the teacher has no assurance that they are devoting their attention to their lessons, or anything connected with their lessons.

But even if the teacher could assure himself that his pupils were not deceiving him, it would have no other effect than to remove the former objection and substitute a greater in its place; because if pupils are expected to assist one another with their work, the less proficient will rely for assistance on those who are farther advanced than they are, and will not put forth the individual effort they would were each taught to depend wholly upon himself. In a short time they lose all self-reliance and mental activity ceases. The effect is the same as that produced by the use of a key in arithmetic or algebra, or, in fact, any other study. The teacher, and the teacher alone, is supposed to be the competent instructor, and it is his duty to render assistance to his pupils at such times and in such a manner as may be beneficial to them. The time of each pupil belongs to himself, and he is accountable only to his teacher. He is under no obligation to assist another pupil, and has no right to require another pupil to assist him.

Again, a pupil is liable to be called upon for assistance when he is thoroughly absorbed in some of his own studies, and the injury done by the interruption may be ten times as great as the benefit the other pupil receives through the assistance given him.

Nor is this all. Whispering in school is conducive to whispering in church and other similar places, and the pupil who grows up under such lax discipline naturally loses respect for authority,

and in many instances develops into nothing more than a first-class nuisance.

It is useless to claim that whispering in school can not be stopped. The teacher who asserts that he is powerless to prevent it in his school, acknowledges himself a failure as a teacher, at least so far as that school is concerned, and would better at once give up his position and seek one where the duties that devolve upon him will not be incommensurate with his ability.

The object of all education is the discipline of the mind—the breaking up of wild and uncultivated impulses, and the training of the pupil in habits of right thought and proper action. The teacher is the disciplinarian, and it is his duty to teach his pupils that order is the first thing to be secured, that the object in view may be attained.

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### MODEL SCHOOL.—No. 11.

BY A TRAVELING PEDAGOGUE.

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**I**N entering the schoolrooms of any village or city, what a marked difference we notice in the impressions received. Each one has some individual feature which characterizes it from all others. These are but the outcropping of the personality of the teacher.

Every active, energetic teacher who is laboring faithfully to perform the duties of his office will be what Aristotle was styled, “the soul of his school,” and through him the visitor may read, with tolerable accuracy, whatever of success or failure time may develop.

While visiting an intermediate department of a village school, I was very favorably impressed with an exercise which the teacher called a “lesson in proverbs.” I will relate the principal features:

The lady had, for variety, given the school a proverb to be learned as a morning exercise. Having written it upon the black-board, it was read by the school in concert. The teacher

made such explanations and remarks as she thought necessary, and, before the close of the exercise, she had them repeat such as had been used on previous mornings. After they had learned a sufficient number she spent a few moments occasionally in a proverb exercise which was conducted as follows: The teacher addressed the school saying, "Who will give me a proverb?" Immediately all hands went up, and the teacher pointed to a pupil who arose and repeated a selection. This was repeated until a score or more had arisen and given a short paragraph. This is a simple exercise, but it is impossible to appreciate it without being in the presence of a large school and being impressed by it. Try it, teachers; I am convinced that a few moments spent in this exercise each day will do more toward building a noble character than any other school work. It will be far more effective than preaching moral sermons; and there is no better method of teaching morals and manners than by giving the pupil choice thoughts clothed in choice and inspiring language. This exercise has a two-fold value.

1st. The thought or sentiment is written indelibly on the memory and becomes a part of the character of the pupil. What child who has been taught such lessons can go contrary to their teachings. The true philosophy of moral teaching is to anticipate temptation; and the method that delays the instruction (sermon) until the crime has been committed, is unphilosophical and unwise.

2d. It is one of the best methods of teaching language. We are said to be creatures of imitation, and in nothing are we better imitators than in language. From our "first lessons" to our mature years, we are dependent upon others for the simplest forms of expression of thought; and as very few schools, comparatively, are doing the best of work in this important subject, this part of the exercise becomes very valuable.

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Few persons realize how much happiness may be promoted by a few words of cheer spoken in moments of despondency; by words of encouragement in seasons of difficulty; by words of commendation when obstacles have been overcome by effort and perseverance.

NEW YORK, Jan. 4.—Dr. John W. Draper, the eminent scientist and author, died this morning, at Hastings-on-Hudson.

✓ Professor Draper had been sick for over six months, from an obscure affection of the kidneys, and rheumatism. At the time of his death he was senior professor in the faculty of the University of the City of New York. The experimental researches of Dr. Draper constituted the principal part of his life work. Although he has written on other subjects, yet it is as a practical scientist that he will be remembered. His researches in spectrum analysis and in the endosmosis and exosmosis of liquids are especially thorough and interesting. Morse, the inventor of the electric telegraph, gained much of his chemical knowledge in the laboratory of Dr. Draper. It was an achievement which Dr. Draper often mentioned with pride, that the first image of a human face by the photographic art had been produced by him. Daguerre was the discoverer of the process, and had succeeded in taking landscapes, but his process was shortened and made applicable to human subjects by Professor Draper.

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## OFFICIAL DEPARTMENT.

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### UNDER WHAT CIRCUMSTANCES COLORED CHILDREN ARE ALLOWED TO ATTEND WHITE SCHOOLS.

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The case was decided by Superintendent Bloss, on appeal, and is of interest to many localities. Without giving a detailed history of the case, it will be sufficient to state the following facts upon which the decision rests:

Two colored children, Lewis and Gertie Leonard, 6 and 8 years old, live within 100 yards of School (white) No. 4, Center township, Marion county.

A colored school (No. 3) is situated one mile 40 rods "across lots" and  $2\frac{1}{4}$  miles by the nearest public road.

The father of the children is attached to School No. 3, but on account of the age of his children and the distance, asked township trustee, A. D. Harvey, to allow them to attend School No. 4, which was near his home. The request was granted. The patrons objected, held a meeting, and signed a petition to have the children

removed. The trustee refused to grant the request of the petitioners. The case was then appealed to the county superintendent, L. P. Harlan, who reversed the decision of the trustee.

Superintendent Harlan's decision is in the following language :

"The law of 1869, as amended in 1877, expressly declares that the township trustee may organize separate schools for the colored children, etc., etc.

1. It is shown that there is a separate school for the accommodation of colored children, to which the parents of the two children in question, Lewis and Gertie Leonard, are attached, they (the children) being enumerated in the District No. 3, the above-mentioned school.

2. It is shown that they do not reside an unreasonable distance from said School No. 3, and it seems to me that this distance, as to being reasonable or unreasonable, must be determined by the distance which children generally, who reside in the township, are required to travel in order to avail themselves of school privileges.

It appears that the roads are passably good, and that the children are enabled to reach the colored school without suffering any great inconvenience. I do not believe that it is the intention of the law to admit the colored children to the white schools, simply because of a residence nearer such schools than the colored schools, when it is clear that they do not reside an unreasonable distance from such colored school.

Hence, when a separate school is organized for the especial benefit of the colored children by the township trustee, and they, the colored children of the neighborhood, are enumerated in such district and attached to such school, and they reside within a reasonable distance of such school, the means of reaching such school being reasonably good, the school being in operation and well taught, it is my judgment that they ought, under the present law, to attend such colored school.

It is therefore ordered and adjudged that Lewis and Gertie Leonard be excluded from School No. 4, Center township, and if attending school at all, be required to attend District No. 3, said township.

L. P. HARLAN."

The case was then appealed to the State Superintendent, who decided the main issue as follows :

"Detachments from one school district and attachments to another may be made 'by the consent of the trustee (township), for good cause shown.' (Sec. 16, School Law.)

'A person may be detached from one district and attached to another district in the same township if he desires, at any time during the year, with the consent of the trustee, upon presentation to him of a suitable reason therefor.' (Com. on School Law of Ind., Smart.)

It is my opinion that the above is a correct interpretation of the meaning of the law.

The attendance of the children, Lewis and Gertie Leonard, at School No. 4 for several weeks, with the consent of the township trustee, as shown by the record, and finally his decision, which is a part of the record, is sufficient to show that Cain Leonard had been, in effect, detached from School No. 3 and attached to School No. 4.

Section 3 of an act approved May 13, 1869, and amended March 5, 1877, says that 'the trustee or trustees of such township, town, or city may organize the colored children into separate schools of the township, town, or city, having all the rights, privileges, and advantages of all other schools of the township, town, or city.'

The expression, 'all the rights, privileges, and advantages of all other schools of township, town, or city,' certainly does not refer only to the branches studied, qualification of teachers, the school-house and its appointments, such as furniture, apparatus, means of heating, ventilation, etc., but also, must be construed to include, as well, the accommodation as to the distance which pupils are required to travel to reach it, which distance must be reasonable. Every child of school age, whether white or colored, is entitled under the law to school privileges. The location of a single colored school in a township is not necessarily a compliance with the provisions of the above act.

The same act says: 'That in case there may not be provided separate schools for the colored children, then such colored children shall be allowed to attend the public schools with white children.'

Here it will be observed that it is not simply a school which may be provided, but *schools*. A pupil who is compelled to go from the extreme corner of a township to the center of that township to obtain school privileges is practically debarred from such privileges. Such a construction of the above act is evidently neither in accordance with the spirit or the letter of the law. Hence, I must conclude that it is the intent of the law that not only a school or schools must be provided, but that such school must be so located that the distance such colored pupils must travel to reach it shall not be unreasonable, and that, in case this is not done, the colored children must be admitted to the white schools.

In determining the reasonableness of the distance which a pupil may be compelled to travel to school, the age and condition of the pupil must be taken into consideration.

In section 10 of the school laws it is provided that the township trustee 'may also establish graded schools, or such modifications of them as may be practicable, and provide for admission into higher departments of the graded school, from the primary schools of their townships, such pupils as are sufficiently advanced for such admis-

sion.' It is upon this provision of the law that township graded schools have been established.

To the higher departments of these schools pupils who are competent may be admitted from any district in the township.

Here the law recognizes the fact that primary pupils who, as a rule, are young, must be accommodated in the district school, and nearer their homes. Hence, I conclude, that in determining the reasonableness of the distance which a pupil may be compelled to go in order to attend school, that the age and condition of the pupil must be regarded as important factors.

While it is shown by the evidence in this case that the colored children, Lewis and Gertie Leonard, have no greater distance to travel to reach School No 3 (colored) than some white children traveled to reach School No. 4 (white), yet the evidence does not show that these white children were of ages ranging from six to eight years. It was also shown by the evidence that the road which these pupils would be compelled to travel, even 'across lots,' was good except in bad weather. During the winter months, and at the time these pupils were excluded from school, the roads are usually bad, if bad at all.

The testimony shows that the distance which Lewis and Gertie Leonard would be required to travel 'across lots' was at least one mile and forty rods, and that the nearest road by any public highway was from two to two and a quarter miles. While no objection seems to have been made to white children going 'across lots' to the white school, yet at any time the owners of such lots and farms have the right to refuse such permission, and, under the law, have a right to prosecute them for trespass. The law does not require that pupils shall become trespassers in order to obtain the benefits of the common schools.

The evidence does not show that permits had been granted by the owners of the aforesaid lots and farms for pupils to travel across them, and, hence, I must conclude that no such permits have been granted, and, therefore, must conclude that the only lawful way by which these pupils can reach School No. 3 is by the public highway, a distance of from two to two and a quarter miles.

Schools are continued in bad weather as well as in good weather.

To obtain the advantages of the school, pupils must be in regular attendance. Anything which would debar the pupils of this, would, to the extent of that irregular attendance, deprive them of their school privileges. From the facts presented in the record it is my opinion that the distance which these pupils would be required to go to attend school at No. 3 (colored) is such that these children, of whom one is but six and the other eight years of age, would be practically deprived of school privileges.

I, therefore, reverse the decision of county superintendent L. P. Harlan, and it is ordered that these children be admitted to School No. 4 (white).

JOHN M. BLOSS,  
*Sup't Public Instruction.*

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A. D. Harvey, trustee of Center township, Marion county, Ind., has just tested the new law in regard to the location of school houses. The court holds that a trustee has a right to appropriate according to forms of law any site for a school house that he may think best, and pay the owner the price assessed. This is done on the same principle that a railroad company may condemn land and pay the assessed value. In the last case an individual might stop a road entirely, or charge ten times the value of the land occupied.

There are to-day thousands of school houses in Indiana, located on unsuitable land, and in out-of-the-way places, for the reason that the owners would not sell at reasonable prices lands where the interests of the district demanded they should be placed.

A little difference in the cost of the site should not induce a trustee to select an unsuitable location for a school house.

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## EDITORIAL.

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Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

The "official" of this month is of very general interest to both teachers and trustees. It will be noticed that the whole question turns on what is "a reasonable distance," and that in determining this the character of the roads, the age of the pupils, etc., are taken into consideration.

What shall I do when my school closes? is a question filling the minds of many teachers at this season of the year. A letter before us propounds the same question. This is a question that one person can not answer for another. If a teacher has a little tact and a good share of perseverance, he can make good wages by canvassing for some good book, or good insurance company. Several openings of this sort are advertised elsewhere in this Journal.

**PAY UP.**—It will be taken as a special favor if those who have not yet paid their subscriptions to the Journal will settle at once. Either pay the agent in your county or send direct to the editor. Agents are expected to close their accounts for the year *soon*, and they can not do it till teachers have paid them. Please save the trouble and expense of "a reminder" through the mails.

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Attention is called to the programme of the Southern Indiana Teachers' Association, printed on another page of the Journal. It is certainly a good one. The ability of the persons who are to prepare papers is a guarantee that the subjects assigned will be ably treated. There is assurance that the attendance will be large, and a profitable and pleasant time is confidently expected.

The chairman of the executive committee deserves great credit for the care he has taken and the labor he has bestowed in order to complete the arrangements for the meeting. Let teachers everywhere make their plans to attend. Although this is a Southern Indiana meeting, all, from whatever section, are made welcome.

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### MEMORY AND ATTENTION.

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James T. Fields, the successful author and publisher, in one of the latest articles he prepared for publication, gave the following excellent hints in regard to mental training:

If I were a boy again, I would school myself into a habit of attention oftener. I would remember that an expert on the ice never tries to skate in two directions at once. One of our great mistakes, while we are young, is that we do not attend strictly to what we are about just then, at that particular moment. We do not bend our energies close enough to what we are doing or learning. We wander into a half interest only, and so never acquire fully what is needful for us to become master of. The practice of being habitually attentive is one easily attained, if we begin early enough.

If I were to live my life over again, I would pay more attention to the cultivation of memory. I would strengthen that faculty by every possible means, and on every possible occasion. It takes a little hard work at first to remember things accurately; but memory soon helps itself, and gives very little trouble. It only needs early cultivation to become a power. **EVERYBODY CAN ACQUIRE IT.**

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The next State Oratorical Contest will be held at Indianapolis on the evening of April 13th.

## MISCELLANY.

### STATE BOARD QUESTIONS FOR JANUARY.

**PENMANSHIP.**—1. Describe your method of conducting an exercise in writing. 10

2. Name the principal movements in writing. 10

3. Name the principles of which the loop letters are composed. 10

4. Classify the capital letters by writing them in groups. 10

5. What space is allowed between words? What space between sentences? Between figures? 3 pts., 4, 3, 3.

**NOTE.**—Your writing, in answering the above questions, will be regarded as a specimen of your penmanship, to be marked 1-50.

**READING.**—1. What is emphasis? Give an example. 2 pts., 5 ea.

2. How is inflection sometimes affected by emphasis? 10

3. What is a parenthetical clause, and how should it be read? 2 pts., 5 each.

4. What quality of voice should be chiefly used in reading and speaking? 10

5. Define pitch, and state the principle upon which the changes of pitch are founded. 2 pts., 5 each.

6. Read a prose selection; a poetic selection. 2 pts., 1 to 25 each.

**ORTHOGRAPHY.**—1. What is the distinction between a vocal and an aspirate? 10

2. Give words illustrating the different sounds of *g*; of *ch*. 2 pts., 5 each.

3. How are labials formed? Name them. 2 pts., 5 each.

4. Why are words divided into syllables? 10

5. How may words be divided at the end of the lines? 10

6. Spell ten words dictated by the superintendent. 10 pts., 5 ea.

**ARITHMETIC.**—1. Three farms contain respectively 356, 898, and 1254 acres, which I desire to cut up into building lots of the largest equal size possible; how many acres will each lot contain?

proc. 5; ans. 5.

2. Divide 4-5 by  $\frac{2}{3}$ . Work by analysis, and deduce rule for division of fractions. Work 4; ans. 3; rule 3.

3. Multiply .303 by .03, and show why you point off in the decimals as you do. Work 3; ans. 3; demon. 4.

4. The sun at 12 o'clock noon is over the Washington meridian; over what degree of latitude will it be after traveling through 5 signs and 5 degrees? What time will it then be at Washington?

proc. 4; ans. 3, 3.

5. How many grammes does a litre of rain water weigh?  
proc. 5; ans. 5.
6. What will a brick walk 6 ft. wide around the outside of a lot 200x300 ft. cost at 7 cents a square foot?  
proc. 5; ans. 5.
7. What sum of money loaned at 6 per cent. for 10 months, will yield the same interest as \$750 loaned for 11 months at 4 per cent.?  
proc. 5; ans. 5.
8. For what amount must I make a bank note for 60 days, which, discounted at 10 per cent. per annum, will pay \$1000—now due?  
proc. 5; ans. 5.
9. A street 60 ft. wide and one 80 ft. wide cross each other at right angles; what is the distance from diagonal corners?  
proc. 5; ans. 5.
10. What is the area of a circle whose radius is 10 feet?  
proc. 5; ans. 5.

THEORY OF TEACHING.—1. Define attention. State the difference between voluntary and involuntary attention. 20

2. What classes of pupils should never be subjected to punishment by whipping? Give reasons for your opinion. 20

3. What are some of the evils of general recesses? How can they be avoided? 20

4. What are the advantages of occasional written recitations in place of oral ones? 20

5. Why is it not wise for the teacher to publish a code of rules for the government of his school? 20

GEOGRAPHY.—1. What two peninsulas extend into the Gulf of Mexico? 10

2. To what races do the inhabitants of the U. States belong? 10

3. What states border on the Pacific Ocean? Give the capital of each. 2 pts., 5 each.

4. Name five each of the principal cities and rivers of the New England States. 10 pts., 1 each.

5. Name and describe the five principal rivers of Europe? 5 pts., 2 each.

6. Locate the following islands: Cuba, Bornea, Madagascar, Sandwich, St. Helena. 5 pts., 2 each.

7. What is a volcano? Describe an eruption. 2 pts., 5 each.

8. Name three isthmuses, and tell what countries they respectively connect. 3 pts., 3½ each.

9. Define the terms water-shed, plateau, mountain, harbor, cape. 5 pts., 2 each.

10. Name the three great peninsulas of Southern Europe. 3 pts., 3½ each.

GRAMMAR.—1. What are possessive pronouns? Name them.

2 pts., 5 each.

2. Whoever studies pronouns carefully will learn one of the most difficult parts of Grammar. Parse *whoever* and *one*. 2 pts., 5 each.

3. Parse the infinitive in *I came not here to talk*. 10

4. Expand the infinitive in the following sentence into an adjective clause: They have nothing to wear. 10

5. Analyze: The energy which drives our locomotives and forces our steamships through the waves comes from the sun. 10

6. Punctuate: Metonymy is a figure in which the name of one thing long associated with another is taken to denote that other as please address the chair. 10

7. Correct: We shall see who is right, you or me. He was more active than any other of his companions. 2 pts., 5 each.

8. Describe the several steps in writing a composition. 10

9. Give a synopsis in the third person plural of the verb *love* in the potential mood passive voice. 10

10. Correct: That is a story as hard to swallow as Gulliver himself. Sorry to hear you have been unfortunate. 2 pts., 5 each.

NOTE.—If a word to be parsed is wrongly used it should be corrected before parsing. Punctuation includes capitalization and spelling.

HISTORY.—1. Into what five great branches may the history of any people be divided? 5 pts., 2 each.

2. Give some account of the discoveries and settlement of the Spanish in this country. 10

3. In how many wars has the United States, as a whole, been engaged? Name them. 10

4. Give a sketch of James Monroe. 10

5. What made our present U. S. Constitution a necessity? 10

6. Why were so many persons opposed to the adoption of the Constitution of the United States? 10

7. What was the immediate and most prominent cause of the Revolutionary War? 10

8. What was the immediate and most prominent cause of the late Civil War? 10

9. What is the influence of railways upon civilization? 10

10. By whom was Indiana first settled? When? 2 pts., 5 each.

NOTE.—No answer to exceed ten lines.

PHYSIOLOGY.—1. Commencing with the bones of the feet, name the bones and groups of bones which bear a part in forming the column which supports the skull. 10

2. Describe the attachments and action of some muscle used to move the arm or hand. 10

3. Define food. 10

4. Name and describe the different parts of the alimentary canal. 10
5. By what two principal routes is the nutritious matter conveyed into the circulation? 10
6. Of what service is the property of coagulation of the blood? 10
7. Locate and describe the larynx. 10
8. What is the use of the circulation of the blood? 10
9. Define assimilation. What is secretion? 2 pts., 5 each.
10. Describe the spinal cord. 10

## ANSWERS TO STATE BOARD QUESTIONS FOR FEBRUARY.

ARITHMETIC.—1. *Factor* is the name given to each of several numbers which are multiplied together to make the product. *Divisor* is the number by which another given number is divided. *Prime number* is one that has no other integral factors except unity and itself. *Composite number* is a number which has other integral factors than unity and itself.

2. a.  $3.0065 \times .304 = .9139760$ .  
 b.  $40\frac{1}{8} \times 10 = 401\frac{1}{8}$ .  
 c.  $.9139760 \times 401\frac{1}{8} = 367.304105$ .
3. a. 2 signs  $15^\circ = 75^\circ$  the longitude.  
 b.  $1^\circ$  long. = 4 min. in time.  
 c.  $75^\circ$  long. =  $75 \times 4 = 300$  min. = 5 hours. Ans. 5 o'clock P. M.
4. a. £1.675 = 33.500 sh.  
 b. 1 sh. = 24.3 cts.  
 c.  $33.500 \text{ sh.} = 24.3 \text{ cts.} \times 33.500 = \$8.140.50$ .
5. a. As there will be one more board than spaces sawed, deduct 1 in. from 10 in., leaving 9 in.; then as 1 board and 1 cut of the saw require  $1\frac{1}{2}$  in., 9 in. will make as many boards as  $1\frac{1}{2}$  in. are contained in 9 in., which are 8. Therefore 9 boards will be cut from the log, each board being 16 ft. long 18 in. wide. b. Each board contains  $16 \text{ ft.} \times 1\frac{1}{2} = 24 \text{ ft.}$  c. As 1 board contains 24 ft., 9 boards will contain  $9 \times 24 = 216 \text{ ft.}$  Ans. 216 ft., board measure.
6. a. 1 bbl. contains 196 lbs.  
 b.  $196 \times 1\frac{1}{8} = 264.6$ . Ans. 264.6 lbs.
7. a. \$1,500 for 4 mos. = \$6,000 for 1 mo.  
 850 for 3 mos. = 2,550 for 1 mo.  
 1,750 for 5 mos. = 8,750 for 1 mo.  
 \$4,100                      \$17,300  
 b. \$17,300 for 1 mo. = \$4,100 for 4.22 mos. = 4 mos. 6.6 da. Ans.
8. a.  $\sqrt{.1369} = .37$ . b.  $\sqrt{1.296} = 1.1384$ . c.  $.37 + 1.1384 = 1.5084$ . Ans.
9. a. Each dollar paid by A, cancels \$1.05 of debt.  
 b. Therefore \$1,425, cancels  $\$1,425 \times 1.05 = \$1,496.25$ .  
 c.  $\$1,800 - \$1,496.25 = \$303.75$ , the balance due.

10. 1 hectometer = 10 dekameters.  
 10 dekameters = 100 meters.  
 100 meters = 1000 decimeters.  
 1000 decimeters = 10,000 centimeters.

[ Answers to Questions in January No. ]

**THEORY OF TEACHING.**—1. The teacher during school hours sustains the relation of parent to the pupil in matters of discipline, and is his instructor, counselor, and example.

2. Silence is indispensable to the successful accomplishment of the chief ends for which the school is organized; viz., self-control and mental discipline.

3. The true objects of punishment are: 1. To gain the attention of the pupil so that he can be influenced by moral suasion; punishment itself never reforms. 2. Its fear serves to restrain those who act from no higher motive than fear.

4. Every reason that can be urged in favor of a person speaking in a conversational, pleasant tone of voice, at home, in society, in business, bears with equal force in favor of the same practice in the school-room. Any other tone or manner in the school-room is inadmissible and inexcusable.

5. We learn nothing, and remember nothing, except as we give it *attention*. Attention is the one indispensable condition of mind to all progress.

W. A. B.

[ Answers to Questions in January No. ]

**READING.**—1. The prime object in reading is to express thought properly. As the views, sentiments, and feelings intended to be imparted by written language vary, so should the vocal expressions change which are to convey these thoughts and emotions to the listening ear. The force or volume of tone to be used depends entirely upon the character of the selection to be read. If the reader gets fully into the spirit of the piece, (which can only be done by careful preparation beforehand), the voice will naturally get louder or more subdued as the thoughts are more or less impassioned.

There can thus be distinguished readily three degrees of force, natural or moderate, loud or heavy, soft or gentle. As a rule, in conveying any idea of power, in making strong appeals to a multitude, in expressing vehement emotions (passion, exultation), in descriptions rising into grandeur, in expressing dignity and veneration, the voice should become louder and fuller. In plain discourse, narration, description, or assertion, the same character of voice should be used as in ordinary conversation with an acquaintance. But there should be a lowering of the voice in expressing pathos, tender emotions, secrecy, fear, caution, pity, and awe.

2. Suspensions of the voice in reading and speaking are necessary in order to give full effect to the expression. These pauses

bring out the sense of the passage, mark uncertainty and expectation, or give special emphasis to certain words. Grammatical pauses, common to both prose and poetry, are indicated and readily distinguished by the marks of punctuation. It should be carefully noted, however, that these marks are relative, not absolute guides.

Rhetorical pauses, used in prose, have no distinguishing marks and their location is determined by the sense of the passage. Properly used, they are often more impressive than words. In expressing haste or fear, in animated conversation, or in rapid argument, they are less frequent and of shorter duration. In making a change of sentiment, in serious or in very pathetic passages, they are more frequent and longer.

Poetic pauses, used to preserve the melody of poetic composition, are found at the end of each line or making such divisions of a line as harmony requires. The pause of melody usually coincides with the pause of sense.

5. As previously stated, the primary object in reading is to bring out the thought of the passage. To secure this, special attention should be paid to the position of the person reading, to securing accuracy and distinctness of tone and utterance, and to making a thorough acquaintance with the literal and figurative meanings of words as well as with the thought, sentiment, or emotion of the passage to be read. (See Article on Reading, in Jan. Journal.)

ORTHOGRAPHY.—1. A word, composed of a syllable or of syllables, represents some idea to the mind. A compound word is formed by the union of two or more simple words to represent a complex idea that can not be expressed by a single word. Examples: 1. *son*; 2. *grand son*, *son-in-law*.

2. *Remove*, to displace; *moving*, continuing to move.

3. Harmony in the utterance of sounds is both a matter of taste and a matter of necessity. In the former case it is a pleasure to the ear; in the latter, a convenience in utterance. For instance, if an aspirate and a vocal consonant come together in the same syllable, both can not be readily or accurately pronounced, and the character of the latter is usually changed in order to accommodate itself to the former. Sometimes, though less frequently, the change is in the former of the two consonants. Such a change is termed assimilation. For example, in the word *sounds*, the *s* takes the sound of the corresponding sub-vocal *z*, as also in the word *prism*.

5. The method of teaching written spelling depends upon the age and advancement of the pupil. The pupils should first *know* the words they are to speak, whether by writing or orally, so that there may be an association between the form and sound and the object or idea represented by it. Otherwise spelling is the merest mechanism, which, by repetition, becomes monotonous and tiresome.

At first the word may be written, and its use shown by a sentence given orally in which the word is found. As the pupil advances, the word and the sentence may be written in parallel columns; after farther advancement, there may be three columns, the first for the written word, the second for its definition or definitions, the third for the sentence. The word should be spelt and placed in a new sentence for each distinct definition given.

It is well to combine both the oral and the written methods of teaching spelling. But written spelling is rather to be preferred to oral, since words are not spelt according to their phonetic sounds; (2) the eye aids the ear after the word is written and there is a comparison between its form as now seen and as formerly seen; (3) and in practical life, the spelling of words is almost entirely required in written exercises.

READING.—1. The continual striking upon the same key of the piano-board does not produce music, because there is no change of sounds. In order to please the ear there must be both diversity and harmony. So with the utterance of the tones of the voice in reading. If they are the same, or in the same pitch, there is a lack of expression to them, and their very similarity makes them soon weary the listening ear. To make the voice both musical and impressive, it must have certain *inflections*, or bendings. A bending of the voice upward is termed a *rising* inflection; a bending downward, a *falling* inflection, and a combination of these two in the same sound is termed the *circumflex*.

4. The vocal chords are the instruments the reader uses. Unless these be in good condition, have had considerable training, and be under proper control, they can not produce the modulations in the voice necessary to express the changes in thought. Some such drills as the following may be given to train the voice:

(1) Pronounce the elementary vowel sounds, each being distinctly, clearly, and accurately given. Care should be taken that there is no mixture of other sounds, either vocal or consonantal.

(2) Pronounce the cognate consonantal sounds separately, then in contrast.

(3) Drill upon the preceding sounds in words, the sound being given separately immediately after its use in the word.

(4) Practice sounding the alphabetic equivalents, followed by words in which they are found.

(5) Give a thorough drill upon the most common errors in articulation, such as *an'* for *and*, *hist'ry* for *history*, *sof'ly* for *softly*, *set* for *sit*, *piller* for *pillow*, etc., till the pupils are fully guarded against them.

(6) Have your pupils give analyses of words into their oral and their written elements.

5. Before reciting the lesson in reading, pupils should be drilled upon position of the body, position of the book read, in exercise of the lungs, in exercise of the vocal cords, in pronunciation, emphasis, and upon the understanding of the words. There should also be such explanations by the teacher as will clear up ambiguous allusions and present vividly to the class the object of the lesson in view.

GRAMMAR.—2. *Which* is a relative pronoun, whose antecedent is the preceding clause.

3. (a) *An effort to improve* is commendable. (b) *He came to see Mary.*

6. The land "flowing with milk and honey" (see Numbers xiv. 8), was a long, narrow strip, lying along the eastern edge, or coast, of the Mediterranean, and consisted of three divisions; namely, 1. On the north, Galilee; 2. on the south, Judea; 3. in the middle, Samaria.

7. He spoke of your studying Latin. A lady entered who I afterwards learned was a Miss Smith.

8. Copying a paragraph daily from the reading lesson is a very beautiful exercise to pupils of the third reader grade, and may be made a profitable exercise occasionally to pupils in the second or fourth reader. It improves penmanship, teaches spelling and punctuation, gives an idea of the sentence and the paragraph, and affords the reader means of instruction in the mechanical part of essay writing. It develops the proof-reading power and leads to that accuracy in the preparation of manuscript, which more than anything else so easily acquired, makes the scholarly writer.

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### AN INDIANA STATE INSTITUTE.

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*Editor School Journal:*—It has occurred to the writer that our State Educational Board could add much to the effectiveness of the work of the public schools by a State Institute—say of two weeks' duration—devoted specially to the principles underlying the art of teaching and to the ends and aims of the public school work.

The Institute could be held at some central point, reduced rates could be secured from railroads and hotels, the tuition could be free, and with such eminent educators for instructors, many would attend and the schools indirectly reap the benefits. Many matters, of necessity shut out of the programme of the County Institute, could here be discussed, and by a clear understanding between those who plan the work of the county institutes and schools and those who are to carry this work into execution, there could be secured a more perfect unity of aim, work and results.

E. E. S.

### SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The fifth annual meeting of the Southern Indiana Teachers' Association will be held at the Court House in Connersville, Indiana, March, 29, 30 and 31, 1882.

#### PROGRAMME.

**WEDNESDAY 29, 7:30 P. M.**—Music. Address of Welcome, Mayer Charles Roehl. Response by retiring president, D. E. Hunter, Supt. of Washington schools. Inaugural Address, J. R. Trisler, Supt. of Lawrenceburg schools.

**THURSDAY MORNING, 8:30.**—1. "A Teacher's Recollections of 'The March to the Sea'"—Supt. T. J. Charlton, of the Indiana House of Refuge, Plainfield. Discussion of paper opened by H. S. McRae, of Muncie. 2. "Relations of School and State"—W. F. Harper, Prin. Mitchell Normal School. Discussion opened by J. H. Martin, Supt. of Madison schools. 3. "Teach the Body to Serve the Soul"—Mrs. R. A. Moffett, Prin. Rushville High School. Discussion opened by Andrew Graham, Supt. of Columbus schools. 4. "The Aim and the Effort"—C. D. Bogart, Supt. of North Vernon schools. Discussion.

**1:30 P. M.**—1. "Drawing in the Public Schools"—L. S. Thompson, Prof. of Industrial Art, Purdue University. Discussion opened by J. C. Macpherson, Supt. of Wayne county. 2. "The Dangers of our Common School System"—J. B. Blount, of Arlington. Discussion, R. W. Wood, Supt. Milton schools. 3. "Some of the Essential Elements of a Teacher's Success"—J. M. Bloss, State Supt. of Public Instruction. Discussion.

**EVENING SESSION.**—1. Appointment of Committee on Election of Officers. 2. Lecture: Subject, "The Yellowstone National Park, or An Evening in Wonderland"—Wm. I. Marshall, Fitchburg, Mass.

**FRIDAY MORNING, 8:30.**—1. "Relation of the Schools to Business and Society"—Geo. P. Brown, Pres. of State Normal, Terre Haute. Discussion by the Association. 2. "How Much, and Why?"—M. A. Mess, Supt. Franklin county. Discussion opened by J. L. Shauck, Supt. of Rush county. 3. "The Work of Froebel"—Mrs. Emma Mont. McRae, Muncie. Discussion opened by W. A. Bell, Editor Ind. School Journal. 4. "The Needs of our Country Schools"—Thos. Bagot, Supt. Ripley county. Discussion opened by H. B. Hill, Supt. of Dearborn county.

**1:30 P. M.**—1. "Natural Incentives to Study"—T. V. Dodd, Prin. High School, Lawrenceburg. Discussion opened by John M. McGee, Supt. of Monroe county. 2. "Behind the Screen"—Miss Maggie Gamble, primary teacher, Connersville. Discussion opened by Cy-

rus W. Hodgin, of Terre Haute. 3. "The Scholar in a Republic"—Charles F. Coffin, Prin. of High School, Connersville. Discussion opened by T. Wilson, Supt. Henry county. 4. "Garfield as an Educator"—Amzi Atwater, Prof. of Greek and Latin in Indiana State University. Discussion by the Association. 5. Report of Committee on Election of Officers. 6. Reports of other committees.

A lecture, Friday night, is expected. Papers not to exceed thirty minutes in delivery. Leaders in discussion not to exceed ten minutes; those to follow, five. J. L. Rippetoe, Supt. Connersville city schools, will provide music.

*Hotels.*—The Grand, Huston, and Buckley Hotels, \$1.50 per day when boarder requires a private room; when a room is occupied by two or more persons, \$1.00 per day. Boarding houses 75c to \$1.00 per day.

*Railroads.*—Arrangements are now (Feb. 15th) being made for the usual reduction of rates on the leading railroads. For railroad rates address J. S. Gamble, Connersville, Ind., enclosing stamp.

It is to be hoped that the Editorial fraternity will aid in giving a wide publicity to the meeting of the Association. Teachers, on arrival, will please report at the Court House, and be assigned accommodations.

J. S. GAMBLE,

*Ch'n Executive Committee.*

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A VISIT TO SCHOOL NO. 10, INDIANAPOLIS.—*What I saw that I liked:* I liked the general good order; I liked the cleanly appearance of rooms and halls; I liked the arithmetic so far as it applied to individual recitations; I liked the writing and the method of teaching it. Before writing in copy-books new forms were explained and practice was had on paper. When ready to use copy-book the teacher said, "Write one word—another—another," etc., thus keeping the pupils together, without the constraint of *concert* writing. I liked the drawing—the children handled their pencils deftly for persons of their age; I liked the music—it displayed an ability on the part of 12 year old children to read plain music at sight and to carry parts independently; I liked the reading—the children read with a naturalness and an expression that made it certain that they *understood* what they read. I liked the language teaching in both the primary and advanced grades—the children were being drilled, not in rules and definitions only, but in the *use* of language. The little ones were having an exercise on the uses of *sit* and *set*; the older ones on the uses of capitals and punctuation. I liked the work in the "baby-room." The work in counting and forming designs with shoe-pegs, and the writing of words could hardly be improved upon.

*The things I didn't like:* I didn't like the high temperature I found in most of the rooms. The temperature should range from 65° to 70°, and not from 72° to 78°. I didn't like the position of either the bodies or the hands in writing; both were bad. I didn't like the concert work in arithmetic. When a class is called upon to add columns of figures in concert, as a rule, at least one-half will simply follow the lead of others, and do no independent work, and many will not even try to follow. The concert exercise is desirable as a variety and to keep attention, but can not be trusted to secure independent thinking.

NOTE.—When a stranger enters a school-room, the teacher should recognize and offer a seat.

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PARKE COUNTY.—This report was delayed, and is published, not as news, but for the good suggestions it contains. The teachers of this county organized and held their first County Teachers' Association in the public school building, Rockville, Ind., on Friday and Saturday, Nov. 25 and 26, 1881. The attendance was quite large, including almost every teacher in the county.

The liberality of our township trustees in contributing to the association and manifesting their enterprise in educational progress by allowing teachers their per diem for attendance on Friday, provided they also attend on Saturday, justly merits mention.

Prof. Smith, of Purdue University, gave two very able exercises on "Reading as a Culture-Study" and "Analytic Reading." Discussed by Geo. Branson. Hon. B. C. Hobbs delivered an appropriate address on "Teaching—A Profession." The following interesting papers were read and discussed in a lively manner: Welcome, Hon. T. N. Rice; response, C. H. Lewis; State Authority, Addie Brown; The Teacher's Work, Josie Boyd; Compulsory Education, Wm. Trueblood.

A permanent organization was effected, and it was ordered to meet *at least* once a year. The teachers were alive to the work, and recognize the strength and power to be gained from such meetings.

A committee was appointed to take such steps toward establishing a county teachers' library as they deemed necessary.

L. W. HUNT, Chairman.  
W. H. ELSON, Co. Supt.  
ANNIE ALLEN, Sec'y.

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D. E. Hunter has prepared a circular to parents on "Co-operation of Parents with Teachers," which contains some valuable suggestions and must do good.

**VALUE OF STUDYING LATIN.**—Prof. W. T. Harris, in replying to the question sometimes asked as to why a study of French and German will not serve the same purpose as the study of Latin, pointed out that a knowledge of these outgrowths could not convey the ideas to be found in the original language itself. Some people forget their Latin and Greek after they have left college a few years, but the directive power, the power of analysis, the penetration they derive therefrom, never leave them. Schopenhauer was right when he said that the man who does not understand Latin is like one who walks through a beautiful region in a fog. His horizon is very close to him; he can only see a few feet ahead. Beyond everything is dull and indistinct.

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**HANCOCK COUNTY.**—The teachers of this county will make an exhibit of school work, at Greenfield, on the 4th Saturday of April. All grades of common school work will be represented. A large attendance and a profitable meeting may be relied upon. In the afternoon of that day addresses will be made by J. H. Holcombe, of Indianapolis, and J. W. Stout, of Greenfield. R. A. Smith is county supt.

**HIGH SCHOOL TEACHERS' MEETING.**—At the late State Association the high school teachers held a meeting, and W. W. Birdsall, of the Richmond high school, as chairman of that meeting, has appointed the following committee to arrange for a meeting next year: C. P. Doney, Logansport; Geo. W. Hufford, Indianapolis, and Robert Spear, Evansville.

**CENTRAL ACADEMY** is the name of a flourishing school at Plainfield, under the principalship of Erastus Test. Something more than fifty young men and women doing faithful, cheerful work, made a very pleasant impression upon the writer when he looked in upon them a short time since.

**CARROLL COUNTY.**—A grand reunion of the teachers of Carroll county will take place at Delphi, March 3d and 4th. The programme is an excellent one. Warren Darst, of Ladoga, and State Supt. Bloss are among the "outsiders." A large meeting and a good time may be expected.

**SEYMOUR.**—Seymour has just completed a new school building, and the dedicatory services were quite interesting. This little city enrolls about 850 pupils and employs 15 teachers, exclusive of the Supt., W. S. Wood.

A. W. Clancey's circular letter to the teachers of Delaware county on County Institutes, Ventilation, Cleanliness, Use of Tobacco, School Records, etc., contains some excellent suggestions.

New Hampshire now has a compulsory education law.

The *Muncie Times* supports an excellent educational column.

A nine-week normal will be opened in Butlerville, April 3d, by Amos Sanders, assisted by county Supt. Cope.

The spring term of the Dover Hill Academy will open April 6th—H. H. Rogers and F. M. Westhafer, principals.

John Wyttenback, Supt. of Spencer county, sent out programmes for all his county institutes, with appropriate suggestions.

The Eclectic Training Class will open in Scottsburg, March 27th, for teachers and advanced students. J. F. Ervin, principal.

The Spencer Normal will open April 3d and continue 10 weeks, under the control of Co. Supt. O. P. McAuley and S. E. Harwood, Supt. Spencer schools.

Houghton, Mifflin & Co. have sent us a very neat colored picture of Longfellow's Home, worthy of a frame as a school ornament, which sells at 25 cents.

Jos. Dixon Crucible Co., of Jersey City, N. J., offer \$275 in prizes for the best drawing by school children, done with the Dixon pencil. Send for circular giving particulars.

At the celebration of Longfellow's Birthday at Crothersville, Webster's Dictionary was offered for the best declamation, and Longfellow's works for the best reader. Wm. Fultz is principal.

The Jasper Normal, under the supervision of County Supt. A. M. Sweeney, will open in Jasper, May 15th, for a term of 10 weeks. J. M. Daniel and W. F. L. Sanders will assist in the instruction.

Union Christian College, situated at Merom, Ind., is sending out more flattering reports this year than for many years preceding. Better attendance, better work, better spirit, brighter hopes, is the word. Rev. T. C. Smith is president.

Senator Logan has introduced a bill in the Senate of the United States "to appropriate and expend the entire income derived from the internal revenue tax on the manufacture and sale of distilled spirits for the education of the children living in the U. S." It is too good a thing; it can not pass.

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## PERSONAL.

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Miss Ada B. Klum, who was a teacher in the Indianapolis schools for several years, but has been recently teaching in the Kokomo schools, has been appointed to a position in the Chief Signal Service office at Washington City. Miss Maggie Purdum, who has been out on furlough for some months past, will take her place in school.

W. D. Chambers is principal at New Frankfort.

Agnes M. Dyer is principal of the Hammond schools.

J. B. Peaslee has been superintendent of the Cincinnati schools seven years, rather a long service for a Supt. in that changeable city. He seems to be the man for the place, and commands a salary of \$4,000.

D. S. Kelly is proving himself to be a very efficient superintendent of our public schools. He is very attentive to business, gentlemanly and scholarly. Both his manners and works are showing the wisdom of our school board in the employment of such a man. —*Jeffersonville Times*.

Charles Gilbert, who has for the three past years been a tutor in the State University, working in the natural science department under the direction of Prof. D. S. Jordan, has been promoted to a full professorship. He is a young man of great energy and application, and has a bright future as a scientist.

Samuel Findley, for 14 years past Supt. of the Akron, O., schools, has purchased of Mrs. Henkle the *Ohio Educational Monthly*, and will hereafter edit and publish it. Dr. Findley is recognized as one of the leading educators of Ohio, and those who know him intimately say that he is eminently fitted for this new relation to educational interests. The Monthly has for years been one of the leading educational papers of the country, and in its new management it will not lose ground.

Prof. Noble Butler, who recently died at his home in Louisville, Ky., was the author of Butler's Grammar, a book of high rank and well known to many teachers in this state. Prof. Butler was born in Pennsylvania in 1810, but came to Jeffersonville, this state, when he was but 7 years old. He graduated at Hanover College in 1836. He received the degree of A. M. from Harvard, and was for a time Professor of Greek and Latin in that college.

Prof. Butler's best known literary production is his English Grammar. He is also the author of a series of Readers and a Hebrew Grammar.

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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### INDIANA SCIENTISTS.

In systematic ichthyology, Profs. David S. Jordan and Charles Gilbert, of the State University, are eminent. Prof. John Coulter, of Wabash, and Prof. Chas. Barnes, of Purdue, have made a special

study of the flora of Indiana, and in their list record over 1400 species—a larger list than any sister state has shown.

Prof. Wylie, of Purdue, is State Chemist; Dr. John Hurty, of Indianapolis, is the principal commercial analytical chemist of the state; Prof. John Collet is State Geologist; Prof. Dan'l Kirkwood, of Bloomington, is an eminent astronomer.

Prof. Dan'l Basset, of Wabash, has probably the finest collection of crinoids in the United States; they are dug from his own farm.

Over 130 names of Indiana "Scientists" are given in Cassino's *Naturalists' Dictionary* for 1880.

#### ASTRONOMY.

Our earth is but one of at least 75,000,000 worlds! The stars by spectrum analysis teach us their own composition, and that by light which is fifty years coming to the earth. "Two things," said the immortal Kant, "fill me with awe: the contemplation of the starry heavens and the sense of moral responsibility in man." Surely the "undevout astronomer is mad." The facts of the infinitely little are equally stupendous when stated to the unknowing. The telescope and microscope have furnished man a second pair of eyes, teaching him humility before the infinitude of the universe.

#### ZOOLOGY.

M. Du Bois—Reymond, the eminent physiologist, has completed a work on the *Gymnatus* or electric eel of Venezuela. It is satisfactorily proven that the electric organs are developed from striated muscles by metamorphosis.—*Am. Nat.*

The English sparrow is becoming a pest to gardeners and farmers in Australia.—*Ibid.*

A fishing bat lives in the caves of Trinidad. These queer creatures catch fish by night.—*Nature.*

Prof. Emery, of Naples, has made an extended study of the *fierasfer*, a fish which is neither a parasite or a commensal, but simply a lodger or tenant in the bodies of two species of Mediterranean Sea-cucumbers. It penetrates by the oval opening to the intestine, and then through the pulmonary membranes to the body cavity. It protrudes its head from time to time in search of food. These curious fishes are poor swimmers, and can not defend themselves as other fishes. They suggest the hermit-crab, except that they prefer a living house rather than a dead snail-shell—*Feb. Am. Nat.*

#### BOTANY.

The Royal Gardens at Kew, London, are the largest in the world. In one day they have been visited by over 60,000 people. There is an immense Arboretum, besides shrub and herb gardens. It illustrates the flora of the entire known world.

The mild weather of the present winter has been favorable to vegetation. On Saturday, February 11th, the haze was in bloom; frogs were out; spiders, bees and flies were not uncommon. The squirrel has an excess of food, and there is a notable lack of skating and ice ground.

#### SCIENTIFIC MEN.

Dr. John W. Draper, the eminent physiologist, physicist, chemist, philosopher, and historian is dead. Born in England in 1811; died at Hastings on the Hudson January 4, 1872. Author of "Human Physiology," "History of Intellectual Development of Europe," a work translated into most modern languages; of "Conflict of Religion and Science," and many memoirs on chemical and physical subjects.

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#### AN EXTRAORDINARY OFFER.

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GOOD TILL APRIL 1, 1882.

To any one sending us eight subscribers to the Journal and \$10, we will send the following library of standard works, printed in good clear type, on clear white paper, bound in heavy manilla:

Macaulay's Essays. (Selected). America Revisited. (Sala).  
 Carlisle's Essays. (Selected). Lacon.  
 Calamities of Authors. (Disraeli). Goldsmith's Citizen of the World.  
 Self Culture. (Blackie). Culture and Religion. (Shairp).  
 Alfred the Great. (Hughes), Ruskin's Frondes Agrestes.  
 Manliness of Christ. (Hughes). Ruskin's Ethics of the Dust.

Here is a library of twelve volumes which sell, when bound in cloth, at from \$10 to \$15, all to be had for a little effort to do a good thing for your neighbor.

Any one sending a club of *six* and \$7.50 can have *six* of the above books.

Any one sending two names and \$3 may select *three* of the above list.

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#### GEMS OF THOUGHT.

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Honesty is not only the best policy, but the best principle.—*Hoss*.

Reading maketh a full man; conference a ready man; writing an exact man.—*Bacon*.

Know then this truth (enough for man to know),  
 Virtue alone is happiness below.

[*Pope*.]

The best way to regulate whispering is to *stop* it.—*Hoss*.

Who steals my purse steals trash ; \* \*  
 But he that filches from me my good name,  
 Robs me of that which not enriches him,  
 And makes me poor indeed. [Shakespeare.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.—*Bacon*.

## BOOK TABLE.

*Hickok's Mental Science.* Revised with the co-operation of Pres. Seele, of Amherst. Published by Ginn, Heath & Co., Boston.

This is a work on Empirical Psychology, originally written many years ago for the students of Union College. It is a compact book of less than 300 pages, but ranges from the simplest facts of consciousness to the highest thoughts respecting systems of philosophy; Aristotelian, Hegelian, Kantian, Evolution—to the being and mode of existence of God.

Nobody can read this book without thinking. It is precise, systematic, clear, and profound. It is not so full of interesting discussion as Porter's work, but is none the less a more comprehensive outline of man's mental nature, in one-fourth the space. It appears to us one of the best of text-books.

Dr. Hickok is a man of marked originality, whose long life has been devoted to the study of the deepest truths of philosophy. No clearer or deeper thinker has appeared among the few men in America who have devoted themselves to philosophy.

*McGuffey's Eclectic Primer.* Revised Edition. Cincinnati: Van Antwerp, Bragg & Co.

In our best schools there is a very general demand for more reading matter in the primary grade. To meet this demand this primer has been issued. It can be used in connection with any series of readers, but is specially adapted to harmonize with McGuffey's Revised Readers. The matter is simple without being silly, and the print and illustrations are all that could be wished for.

The script and slate exercises by which children can learn to read script and to write are commendable features. Altogether I know the Primer is a nice one, because my little girl, who read it through to me, says it is.

*American Etiquette and Rules of Politeness.* By Rev. A. B. Philput, and others. Published at Indianapolis, by A. E. Davis.

The design of this book is to furnish satisfactory information on all subjects that can be embraced under the word "etiquette." The

value of such a book to young people can not easily be over-estimated. How to behave with propriety under all circumstances is what every young man and young woman need to know. This is the most complete book on the subject we have ever examined, and if it could find a place in every home of the land it would do much to educate and refine the rising generation.

Besides the Rules of Etiquette it gives valuable information on hundreds of other practical, personal subjects. Such a book is specially valuable to teachers for use in the school-room.

*Six Selections from Irving's Sketch-Book.* By Homer B. Sprague and M. E. Scates. 118 pp. Boston: Ginn, Heath & Co.

These six selections are complete sketches, each being illustrative of a particular kind; as pathetic, humorous, etc. The notes are the result of actual trial in the school-room during many years. The suggestions to teachers will be found very valuable.

The sketches so treated are: The Voyage, Westminster Abbey, The Widow and her Son, Rip Van Winkle, The Legend of Sleepy Hollow, and Christmas.

*Guides for Science-Teaching.* Ginn & Heath, of Boston, publish a series of little books entitled "Guides to Science-Teaching," which are admirably adapted to the purpose for which they are intended. They have been prepared by different authors especially qualified to do the work in his particular department. The following are the titles of some of the Primers: Common Minerals and Rocks; Common Plants; Commercial and other Sponges; A First Lesson in Natural History.

A beautiful little book entitled, *How to Paint in Water Colors*, has just been issued by E. L. Kellogg & Co., of New York. It was prepared by a most successful artist and teacher, and will prove of great assistance to all who desire to acquire the art of using water colors. The directions are minute, practical, and intelligible; the mode of using the colors, the materials themselves, and all the needful suggestions will be found in this volume. With it are twelve cards on which wild flowers are drawn in outline; these are to be colored, and by doing them the learner gets valuable practice.

We are in receipt of a copy of *The Penman's Art Journal*, which is an attractive eight-page paper, devoted to the Art of Penmanship. It is published monthly by D. T. Ames, Artist Penman, 205 Broadway, New York, for \$1.00 per year. Specimen copy of the paper free. A beautiful premium is given to each subscriber. Mr. Ames has for over twenty-five years been a popular teacher and author of writing, and has had experience which enables him to offer many valuable hints to teachers and pupils of writing.

## BUSINESS NOTICES.

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Attention is called to the advertisement, on another page, of the Bee Line Railroad.

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A DESIRABLE CHANGE.—Hereafter the Mutual Benefit Life Insurance Co. of Newark, N. J., will pay all losses as soon as proofs have been received and approved, without regard to the ninety-day clause in the policy.

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LEE O. HARRIS, Editor.

D. H. GOBLE, Publisher, Greenfield, Ind.

PURDUE UNIVERSITY.—We invite attention to the announcement of the opening of the Summer Term at Purdue, March 28th, found elsewhere. The splendid work done in the various departments of the University is becoming widely known and rendering it deservedly popular. Prof. Smith, we note, notwithstanding the fine attendance of one hundred teachers upon his Summer Normal School last year, finds the drain upon his energies too heavy and will discontinue the Normal. Those attending the coming term of the University will get the advantage of his experience, in the special review work arranged for teachers and those wishing to fit themselves for the Freshman Class next fall.

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# INDIANA SCHOOL JOURNAL.

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## \*THE MANAGEMENT OF BAD BOYS.

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T. J. CHARLTON, SUPT. OF REFORM SCHOOL, PLAINFIELD.

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EACHERS OF INDIANA: "What shall I do with my wayward boy?" is a question which every teacher of any experience has been called upon to answer. It is, therefore, a proper subject to come before this body. The tendency of our modern American life has been to increase the number of bad boys. In the earlier days of this country, before the growth of our large cities, boys were taught to labor with their hands. Side by side with their fathers, they worked in the "clearing," chopping wood, making rails, rolling and burning logs, guiding the plow, and when a respite from labor came, they would seek recreation by hunting the game *then* so abundant in our forests. At other times the hours of rest were spent in yoking two calves and training them for useful service when grown to be oxen. They "broke" all the colts, and became as skillful horsemen as there were in the world. Such were the pastimes of most American boys twenty-five and fifty years ago. At night, when not coon hunting, the boys would gather around the old-fashioned fireplaces and read the favorite books from the scanty libraries.

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\* Read before the State Teachers' Association, Dec. 28, 1881.

Such papers as the "Boys of New York," and others of the same class, were not published then. There was no street-life then, because here in the West there were no streets. The girls learned to sew, to knit, to spin, and to cook; and *idleness* was not for a moment tolerated. How different the surroundings now? Instead of a few good books read and re-read until their contents are committed to memory, our modern homes (many of them at least) are filled with a too great variety, and as a rule *not well selected* books. Instead of the implicit obedience then exacted of each child by parents, the reverse is true, and the children too often govern the parents.

In those days, if a boy wished a sled or wagon, he made it himself, with the aid of an auger and an ax. Instead of waking up Christmas morning, as they did then, to find their stockings filled with the old-time doughnuts, some hoarhound taffy, or a school book, our children are now surfeited with toys in such abundance that they are wearied of them before the day is half over. If parents are in comfortable circumstances, especially in cities, the boys grow up in idleness, which is the prime cause of so many "degenerate sons of worthy sires."

Society, as now constituted, is better adapted for the successful rearing of *girls* than *boys*; because, even in the homes of the rich, girls have household duties to perform. Girls attend *school* better than boys, because with *them* it is a choice to stay *at home* or go to school. Society does not allow *them* to loaf on street corners. But a BOY knows of a DOZEN places where HE may meet OTHER boys and enjoy a day's sport. He can find enjoyment on streets, on the commons, or skating on ponds and rivers; and to the incipient truant boy these attractions are apt to lure him from school. Thus he begins his course downwards, while his sister is preserved from harm.

You meet these boys at wharf-boats, and railroad depots. They annoy conductors by jumping on the car-steps and platforms. They gather in crowds about theaters and circus tents. When there are no greater attractions you will find them in noisy groups about the doors of churches, not for the purpose of hearing the sermon, but to see the crowds. If they enter the church

at all, they take back seats and make faces at the preacher. They can be heard on the streets and in the alleys after dark. If you undertake to organize a literary society in connection with your school for the purpose of teaching your pupils the art of Composition and Debate, THEY will assemble in force at the organization to break it up; and, unless firmly dealt with on their first visit, they will annoy you afterwards. If an eccentric countryman and his son come into town, they jeer at them from all quarters; and if a country lad wanders *far* from his paternal protector he is frequently compelled to fight his way out. He begins pillaging by snatching fruit from wagons or from the stocks exhibited in front of stores. Such is the American "Bad Boy." The potato bug and Kansas grasshopper have received more public attention than he, and yet from this class comes the thousands who are filling our reform schools and prisons. As truancy and absenteeism from school is the *prime cause* of their downfall, it is my purpose to treat more fully of the methods of dealing with these offences than of any other phases of my subject.

Learning that I would be expected to discuss this subject, I became anxious to learn what was being done elsewhere, and so prepared a circular, which I sent to all the superintendents of states and territories, then to the superintendents of city schools in *this* and *other* states, as well as in *Canada*. I did not send any to *Mexico*, for from the general characteristics of that people, I concluded that they give the reformation of bad boys but very *little attention*. My intention was to present the methods pursued by EACH of the superintendents from whom I received answers, but as there is *so much similarity* of treatment in the cities of our own state and of other western states, my time will prevent only a recapitulation of the methods so used. I further concluded that all of you are more interested to hear how these evils are met elsewhere. In our own state the following ten methods are very generally followed:

1. To send written or printed notices to parents, and to require written excuses from them.
2. To have teachers visit parents, and secure their co-ope-

ration in securing regular attendance on the part of their children.

3. To require tardy and truant pupils to report to superintendent before resuming their seats in school.

4. Detention after school to make up for lost time.

5. To make a certain number of absences a cause for suspension or expulsion.

6. To degrade pupils who are irregular without cause.

7. To reason with such recreant pupils, and, in some cases, to inflict corporal punishment.

8. To give pupils who are always prompt a portion of a day each week or month as holiday.

9. To employ, as far as possible, competent and sympathetic teachers, who will make the school *attractive*.

10. To publish in the papers names of pupils who have been faithful in attendance, as well as those who have been irregular.

These ten methods include most of those pursued in this state. In all the middle, southern, and western states there are as yet, no compulsory or truancy state laws. But school boards in all of them, as with us, are "empowered to make all needful rules and regulations for the government of the schools." As a consequence their power extends to only those who are *enrolled in* the schools each year. That large and growing class of children who never *enter* school are *not reached*, and it is from *this* class that most of our criminals come.

I have had reports from all the cities of Canada, and the exhibit is a good one. They have much less truancy there than with us, and a much larger number of the enumerated children attend school. But this is doubtless due to the *difference in climate*. It is a fact worthy of notice that in *all* cold climates the people attend church and school better than they do in sunnier climes. In my visits through Canada I never saw a church service where the church was not crowded. In the city of Hamilton, Canada, where there are 6,000 pupils in the schools, they report but *six cases* of truancy during this school year. It is situated in the province of Ontario, where there is a good compulsory educa-

tion law, but only in a few large cities is this law necessarily enforced. This law requires that all children of school age must attend school at least four months of the year. Where parents fail to obey this requirement, the school authorities send them a notice which, if not heeded, results in their being fined *five* dollars for the *first* offense and *ten* dollars for the *second* offense. This may account for the good attendance they secure there.

In the province of Quebec there are two classes of public schools, Protestant and Catholic; and although there are no compulsory or truancy laws there, the attendance on the schools is very good. In the city of Quebec the snow sometimes falls to a depth of from 10 to 16 feet. Under such circumstances there is not much opportunity to lead a street life, and a good warm school-room is about the most attractive spot a boy can find. In Montreal 12 per cent. of the Protestant population is found in the Protestant schools. They are laboring to secure schools associated with workshops, where pupils can learn a trade.

In Michigan and Wisconsin the attendance upon the public schools is remarkably good. In Pennsylvania the evil of non-attendance is fully as great as with us. The State Superintendent thinks that an *educational qualification* for suffrage would be the most effective remedy. In some of the cities of New Jersey I find such methods as these in use:

1. *Badges* are worn by *punctual* pupils, and these badges are forfeited by unexcused absence.
2. A Roll of Honor is kept posted in each school room.
3. Pupils with 100 per cent. in attendance go from school at 2 P. M.; pupils with 99 per cent. in attendance go from school at 2:30 P. M.; pupils with 98 per cent. in attendance go from school at 3 P. M.

I have communications from Profs. Welch and Gow, both of whom were formerly associated with the schools of Evansville. They both send greeting to their old friends in Indiana, and report progress everywhere in the old "Keystone State." I have had very full reports from all the New England States and large cities there. Rhode Island, or "little Rhody," as we are

pleased to designate her, has no compulsory school law, and the State Superintendent reports "truancy and absenteeism steadily on the increase." Last winter one branch of the Rhode Island Legislature passed a compulsory education law, but it was defeated in the other branch. State Supt. Stockwell feels confident that it will be successful next time, and that it will remedy all existing evils. Maine formerly had such a state law, but it was repealed, and in its stead school boards were clothed with ample power to *compel* the attendance of children upon the schools. In Portland the school board employs a truant officer, who gives all his time to the work of seeing that all the children attend school. He is under the control of the superintendent, and reports to him at his office each morning for his *orders* and for *advice*. This officer is clothed with police powers, and can make arrests, can use the city lock-up and the municipal courts when needed. If a truant persists in his course it is made the duty of this officer to have him placed in the Reform School.

In Connecticut compulsory education has been enforced for over 150 years. The present compulsory law was passed in 1869, and compels all children between the ages of 8 and 14 years to attend school three months each year, and parents are liable to a fine of \$5 a week for each child not sent to school. When this law went into effect the State Board sent an agent to visit all the manufacturers of the state, and induced all *except* ONE to sign a pledge to uphold the law and to employ no child between those ages unless accompanied by the certificate that such child had attended school the required time. The law assesses a fine of \$100 upon any employer who violates this law, but Mr. Northrop reports that, as yet, there has been no occasion for prosecutions.

I have full reports of the methods pursued in the cities of Meriden, Norwich, Essex, Waterbury, Bridgeport, New Haven, and Hartford. New Haven is the only city in Connecticut that has a truant school, but the pupils in it are not all compelled to live in the school. A pupil once transferred to this school can get back into his ward school only upon the recommendation of the truant officer. Truants from the high school are transferred

to this school for the third offense, and from the lower grades for the second offense.

In these New England States there is everywhere a strong public sentiment, which *alone* is sufficient to *enforce* all laws requiring the youth of the state to be educated. *There* they hold that if a state has the right to PUNISH crime, it also has the right to PREVENT it; and if the people are compelled to pay taxes to educate the children of the state, they also have the right to demand that the work be *well done*. Even the laboring classes there approve these laws and give them their support. This is true of the laboring classes all over the world. The International Labor Congress, that convened at Lausaune, in Switzerland, passed strong resolutions favoring compulsory education. Even the kingdom of Italy but this month established compulsory education.

But it is to grand old Massachusetts where we may look for the most advanced methods. As early as 1642, but 12 years after the founding of Boston, we find this law was passed by the General Court:

“ANCIENT LAWS. . .

‘Forasmuch as the good Education of Children is of Singular behoofe and benefit to any Commonwealth, and whereas many Parents and Masters are too indulgent and negligent of their duty in that kind;

‘It is Ordered, that the chosen men for managing the prudentials of every Town, in the several Precincts and quarters where they dwell, shall have a vigilant eye over their neighbors, to see, First that none of them shall suffer so much Barbarism in any of their families, as not to endeavor to teach, by themselves or others, their Children and Apprentices, so much learning as may enable them to read perfectly the English tongue, and a knowledge of the Capital Laws, upon penalty of twenty shillings for each neglect therein.’ [Laws of 1642, June 14.]

This was the first general school law of the colony, and indeed the first enacted on this continent; but “divers free schools were erected, as at Roxbury and at Boston,” by the voluntary action

of towns, confirmed by the General Court, before this law was passed."

The *present* state truant law of Massachusetts prescribes: (1) That children between the ages of 7 and 15 years, unnecessarily out of school, shall be sent to the truant schools. (2) That cities shall appoint two or more truant officers, under control of the School Committee. (3) That all the cities of a county may establish a joint school for truants. (4) These various truant schools to be under control of the school authorities.

The state has established a State Truant School at Monson, under the control of the State Board of Charities. The city of Springfield had for years a truant school, where commitments could not extend over two years. Supt. Stone writes me that the city and county have now *united*, and sustain two truant schools, one for the incorrigibles and the other for incipient truants.

Vermont has a stringent compulsory law, requiring all children between the ages of 8 and 14 years to attend school at least three months each year. A member of what is called the "Prudential Committee" is designated to enforce the law. Parents who refuse to send their children to school are fined from \$10 to \$20, and the same fines are imposed on any person who *employs* children between those ages and does not send them to school the required time. This penalty is the best feature of the Vermont law.

I would describe more fully the laws in operation in the New England States, as I have copies of all of them, but my 30 minutes will not allow its being done. Massachusetts stands *at the HEAD*. Her schools reach every class of society, and in no other state is there such a strong public sentiment in favor of universal education. This spirit comes from Plymouth Rock; for coeval with the erection of their first rude cabins arose their *church* and *school-house*. But six years after the founding of Boston arose grand old Harvard.

In Boston, for years, it was customary to post the city ordinance as to truancy and absenteeism in each school-room, and read the same to the pupils on the first Monday of each month. The present truancy law was passed in 1873.

Truancy, to those who have not seen its effects, may appear but a small offense; but, to those who know the evils to which it leads, it is a just cause of *alarm*. In my work in the Indiana Reform School I have had unusual opportunities to study the effects of it. Nearly every boy sent to us tells us that he started on the downward road by playing truant from school. Most of our boys come to us ignorant of the simplest rudiments, and our primary grades consist of as large boys as the highest grade. But we are not troubled with truancy or absenteeism, and a few months makes a great change in these untutored lads. We have a compulsory system of education, and I can report that it *works* CHARMINGLY; and I hope to see the day when Indiana can take her stand alongside of Massachusetts in this matter of popular education. We can not *force* public opinion, but we can *educate* it, and if every Indiana teacher will but *work* for this object it will not be long until we will win.

Aid in securing a better class of men in our legislatures, and ere long the vagrant and incorrigible boys of the state will be found attending school. The plea that parents may "need the *labor*" of these children is not *tenable* or even TRUE. That large class of children who absent themselves from school seldom increase the revenues of their homes. Besides, "child labor," when hired out, is *barbaric*, and should not be allowed to the detriment of the child's interests. I have watched the course of many boys who were compelled by their parents to quit school and begin *selling apples* and *boiled eggs* at the trains, or to engage in that other occupation of *boot-blackening*, and while, for a time, it may bring in a meager revenue, it throws the child into an atmosphere not suited to the growth of youthful virtues; and, in the end, generally costs parents a *hundred fold more* than if the child had never engaged in such labor.

But the question arises, *how* is this class to be enabled to attend school? My answer is this: Let our benevolent societies take hold of the matter, and instead of allowing little boys and girls to spend the day and part of the night in stealing coal from cars, as many do in large cities, send to such family sufficient coal, on condition that the children *go to school*. If they need clothes, let

clothes be provided for them. Let the *Masons*, the *Odd Fellows*, and *all such societies* give their charitable work this practical bent, and the work *will be done*. Then let the school boards place in the hands of city and county superintendents sufficient books to be *loaned* to indigent pupils. It is to the interest of every citizen that these neglected children be cared for. It will not do to send vagrant children or those without suitable homes to the county poor-house; for nine-tenths of our poor-houses are wholly unfit for the custody of children. It is our experience at the Reform School that it is easier to manage and reform *thirty bad boys* than *one* who has spent much time at a *poor-house*. The last legislature enacted that boards of county commissioners may appoint "a woman of good moral character, sound judgment, and suitable age, having experience in the care and training of children as matron," and to put in her care and custody all *pauper* children of sound mind between the ages of one and sixteen years. It is made the duty of such matron "to provide the children with sufficient food and clothing, and to give them proper home training and education." She must either send them to the nearest district school or instruct them herself, and, when not in school, must provide for them some "active labor suitable to their age and strength, to the end that they may become useful, industrious, and self-supporting citizens." It is further enacted that such matron be provided with a suitable house, ground for a garden, and a *good cow*, and that she receive from 25 to 30 cts. a day for each child under her care. Where the number of children exceed 25 a *second* matron may be appointed, and a *third* when the number exceeds 40. Such matrons must seek good homes in the county for these children, but must bind all parties taking them, in a written agreement to take good care of children committed to their hands; and such matron must keep full records of all children placed in her charge and the homes whither they are sent; and it is further made the duty of such matron to visit such children in their new homes, to ascertain if they are well treated. In case of ill treatment, suit may be brought to obtain redress for injury to such children, or to recover custody of them; and all expenses of such visitations

and suits must be borne by the county. It is further provided, that the county commissioners *shall* appoint a committee of three competent persons "noted for their charitable work and for the interest they take in all benevolent enterprises, *two of whom* shall be women who have had experience in the raising of children, to visit at least every 3 months and examine into the condition of the homes and the manner in which the children are kept and treated by such matron, and to report quarterly to the commissioners. All such children are to have first-class medical care in sickness.

I have given a full synopsis of this law, because I regard it as one of the best laws ever passed in this state, and I trust that the teachers of the state will unite in demanding that the provisions of this law be carried out in their respective counties. Get the *churches* interested in the matter, use the columns of the county papers, and advocate the establishment of such homes, and if this is done, before *another year* there will not be a child in an Indiana poor-house. It will put our state upon a footing with the best governed states in the Union.

Here, by request, I will briefly outline how the state cares for her bad boys sent to the Reform School, as I wish to secure the co-operation of my fellow-teachers in this important work. Thirteen years ago the Reform School was opened at Plainfield, 14 miles west of this city. A farm of 225 acres was purchased, and suitable buildings were erected, such as you see on this hastily drawn chart. [Here explains the chart.] There have been admitted since its opening 1551 boys, and the average number present during the past year was 356, and the largest number of inmates at any one time during the year was 383.

The school is established upon the Family plan, in contradistinction to the Congregate plan. There is a family in each of these family buildings, under the control of one or more persons. One-half of the boys go to school from breakfast to noon, while the others work in the shops or on the farm. In the afternoons those who attended school in the forenoons *work*, and those who *worked attend school*. The schools (8 in number) are graded the same as city schools, and are taught by first-class teachers. We teach only the eight common branches. Of the 250 boys who

have been released during the past two years, fully 95 per cent. are *doing WELL* in their various homes; whereas had it not been for the Reform School *most of them* would have become criminals. All boys are committed until 21 years of age, "unless sooner discharged" for the reason that they are reformed boys. The mode of commitment is as follows: Whenever a boy is evidently going to ruin, a parent or some other citizen requests the Judge of the Court to send him to the Reform School. Any one may write to the institution for requisite blanks, which are filled out and sent with the boy in charge of the sheriff.

The discipline of the institution is firm but kind. Bad habits are broken up and new and better habits formed. A boy rises in the morning, dresses himself, and makes his bed neatly. After the beds are all carefully inspected the boys pass to the wash-room, where they wash, comb their hair, and pass to the sitting-room for the morning religious exercises, after which each family marches to breakfast. Here table manners are carefully taught. After breakfast they all assemble on the "detail ground," where some pass to school and the others to their various kinds of work. The noon intermission, from 11 to 1 o'clock, is devoted to dinner and play, when the schools and work are again resumed.

The evenings are spent in the families, where such exercises take place as should characterize a well regulated home. Saturday afternoons are devoted to bathing, changing clothes, and *play*. On Saturday evenings the boys all assemble in chapel to review the history work of the week, hear the reports of the schools, and practice singing the songs for Sabbath. Occasionally these exercises are varied by a spelling contest between two schools. On Sabbath mornings the boys form in a long line and are inspected as to cleanliness; after which they march to chapel, where they listen to the sermon of the Chaplain. In the afternoon is the Sabbath-school. There are no walls, no bars, no cells for confining boys, no bread and water meals, but everything is made as pleasant and attractive as possible.

A boy's better nature is constantly appealed to, and it is found that just and kind treatment will win the hearts of the worst boys. Bad conduct deprives a boy of his privileges and prolongs his

stay at the institution, and in certain cases punishment is inflicted, but (under penalty of discharge) no officer is ever allowed to punish in anger, and not until all other measures are exhausted. Homes are procured for those destitute of suitable homes, and if a boy relapses after he is released, he is brought back. No boy is ever *finally* discharged until he becomes 21 years of age, and he must correspond with the superintendent until he reaches that age, telling *what* he is doing, and must send the certificate of *others* to show that he is a good boy. Thereupon his leave is extended, otherwise he is called back. I have thus briefly and dimly outlined the work of the school.

Generous as the state has been in the cause of her criminal boys, yet it must appear evident to you that *one* Reform School can not save the 10,000 bad boys of the state. "An ounce of prevention is better than a pound of cure." We must devise means to save the boys before they go *so far* in crime as to be sent to a Reform School. This can be done only by concerted action. Let every teacher insist upon the organization of these county homes for pauper children; all work to get into our public schools the boys who are leading a *street* life; all work to educate our people up to passing and enforcing a good compulsory education law; all advocate an educational qualification for suffrage; all lend a helping hand to the Sabbath-schools, and in another decade Indiana can take her place by the side of Massachusetts.

There is no doubt as to the power a state has over its citizens. I have always admired the position of ancient Sparta, that "a child belonged to the state," and where parents refuse to prepare their children to become good citizens, *then* the *state* should see that it is done.

In this matter of education I would spell State with a big "S." But we, as teachers, should educate public sentiment. Supt. Northrop, of Connecticut, reports that he has lectured on education in every township in the state. Let city and county superintendents of our state do likewise, and let us secure a more generous provision which will so add to the clerical force of the State Superintendent that he may spend most of his time in the

various counties. Let us go from this Association resolved to secure these ends, and victory will crown our efforts.

In conclusion I wish to repeat my conviction that the interests of our republican form of government demand universal education. A school education does not always make good men and women, but it is an aid in producing such a result. Occasionally they may educate a Guiteau, but they may also point to a GARFIELD as an illustrious instance of what free schools will do for poor boys. We must not ignore Christianity in the nurture of youth. Banish it from the home circle, and dire are the results that follow. An open Bible, a free school, and teachers imbued with the spirit of Him who "taught as never *man* taught" will in the end lift any people to a moral plane where virtue is considered as the one only source of happiness.

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## DRAWING.

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JESSE H. BROWN.

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**W**HEN we admit that drawing should be taught in the public schools, questions at once arise as to what shall be taught and how it shall be taught. This article is an attempt to answer these questions, in a measure, by illustration.

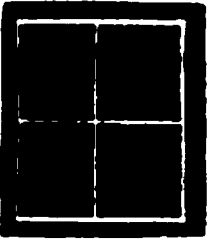
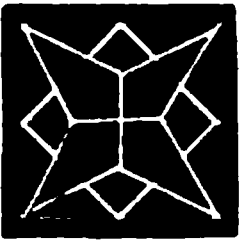
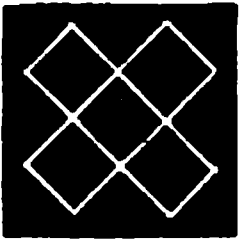
We will take the work for one week as laid down in a manual of instruction for primary grades.\* It is designed for about the beginning of the last half of the second year of school, and presumes that instruction in lines, angles, different parts of the slate, position, holding pencil, etc., has been given, and the study of simple figures commenced.

It will be seen that the scheme not only gives definite subject-matter to be taught, but also provides for variety in the method of instruction, based upon the special object of the particular exercise; as drawing of geometric forms and learning names and terms; drawing from copy; from memory; from objects, and invention or design, as busy work. The progress made and the

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\* Teachers' Manual for a Primary Course of Instruction in Drawing. L. Prang & Co., Boston.

value of the results obtained will generally be in direct proportion to the faithfulness with which these different methods are used and the clearness with which a definite object is made the basis of every lesson.

MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
Form.	Copy.	Memory.	Dictation.	Object.
		Lesson of Tuesday.		Greek Cross cut from paper.

Time—15 minutes a day.

*Monday's Lesson.*—Subject, Geometric forms, lines, names and terms. Special object of the lesson, to teach diameters of a square. General object, review instruction and drill.

The class has drawn the square, is familiar with its shape from observing square objects, and has learned a method of constructing it. The teacher draws on the board directly in front of the class as the children draw on slates or paper. All draw in light sketched lines. The teacher's drawing should be on a large scale, at least six inches to the inch on the slate. That is, a line intended to be two inches on the slates should be twelve inches on the board.

When all is in perfect readiness the teacher says in substance, "We will draw a square to-day as we learned to do last week. Who will tell us which line to draw first? Which next? What about the length of all these lines? What of the corners? We will bisect the upper side of the square. We will bisect the left side, the right side, and the lower side. We will sketch a line from the point of division in the upper side to the point of division in the lower side. What is the position of this line? We will sketch a line from the point of division in the left side to the point of division in the right side. What is the position of this line? Would you like to know the name of the two lines.

we have just drawn? They are called the diameters of the square. The word diameter means 'through measure.' You see they measure through or across the square from the middle of one side to the middle of the opposite side. What would you say the diameter of a square is? The point where the diameters cross each other is called the center of the square. We will finish the lines of the square and the diameters."

*Review.*—"What is a square? What is a diameter? What is the center? How many right angles can you find? What is a right angle? Who can point to three parallel lines? Are they vertical or horizontal? Point to two lines that are perpendicular to each other. What can you say about the diameters of a square?"

"We will now draw two lines for the diameters of a square. What relation have these lines to each other? We will now draw the square on these lines as diameters. We say this square was drawn on its diameters because the diameters were drawn first. What do we say of a square when the diameters are drawn before the square is? We will see who can draw the best square on its diameters—first in light lines and then in finished lines, in — minutes."

To repeat, the object of such a lesson as this is to give ideas and to drill in the use of names and terms. From and after this lesson the terms diameter and diameters should be used whenever occasion requires. No better opportunity for language culture can be found than a drawing lesson of this character properly conducted.

*Tuesday's Lesson.*—Subject, Drawing from copy. The result to be reached is here presented beforehand in a drawing on the board, or on a card in the hands of every pupil. The object is to lead the children to use what they have learned to obtain the result, and to teach them to proceed in an orderly and logical manner in their work. The copy should be drawing as well as possible on a large scale, and should be directly in front of the class.

There should be a brief oral analysis, by questions, to show that it is an application of the lesson of yesterday; to discover

the proper order of sketching the lines, placing the division points, etc. Generally the class should all draw together, line by line, the pupils assisting in giving the directions. At times, however, after a clear understanding of what is to be done, the members of the class might be allowed to work out the result, each in his own way. The latter method gives the teacher opportunity to observe different pupils and give assistance and instruction in individual cases. In either method the whole exercise is to be drawn in the lightest sketched lines first, and then such lines as make the figure required are to be furnished. All erasing should be constantly discouraged, if not positively prohibited. Sketched lines may be corrected at any time by sketching them again, but the result of first effort must remain.

To secure promptness of execution the class should be reminded frequently of the time they are consuming, and urged to try for the best work in the least time. Time lessons, in which a certain amount of work is to be done in a given time, are valuable exercises. But careless, thoughtless, and hasty work is always to be condemned. The work of every pupil should be inspected at the close of the lesson, and all just commendation bestowed.

Review questions, as in Monday's lesson, should also be given. "What figure is the basis of this drawing? How many squares can you see in it? Point to an acute angle. An obtuse angle. Two lines that are oblique to each other, etc. Let us see who can draw this figure again in — minutes."

The memory lesson, the dictation, and the object lesson will be given in next number of the Journal.

INDIANAPOLIS.

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THERE is one phase of George Eliot's philosophy of special value in every-day life—that is to compel ourselves to do right, whether we feel like it or not. Instead of our simply doing what we are impelled to do, she says: "Our deeds determine us as much as we determine our deeds, and until we know what has been the peculiar combination of outward with inward facts which constitute a man's critical actions, it will be better not to think ourselves wise about his character." There is a world of life philosophy here. Compel yourself to obey reason and conscience, and inclination will learn to adjust itself, for, truly, "Our deeds determine us as much as we determine our deeds."

## BRIEF HISTORY OF THE WASHINGTON COUNTY SEMINARY.

Z. B. STURGUS, WASHINGTON, D. C.

I HAVE been asked to write some reminiscences of the Washington County Seminary, at Salem, Ind. \* \* \*

In the year 1876, Prof. James H. Smart, then Superintendent of Public Instruction for the State of Indiana, edited a small volume, entitled "The Indiana Schools and the Men who have Worked in Them." In this volume, the first chapter, "Early School Days," prepared by Barnabus C. Hobbs, LL. D., makes honorable mention of Hon. John I. Morrison, for nearly twenty years the principal of said seminary. In chapter 3, Prof. Daniel Hough gives a short sketch of Mr. Morrison's life, and enumerates some of his many pupils in the seminary. This sketch I can only enlarge from memories of the long, long ago.

I was a pupil of Mr. Morrison's from a very early age, before the seminary was built, and I vividly recall, after more than fifty years, the day we first entered with pride that building. Before then he taught, for perhaps two years, in a small one-story brick house, near the old Methodist Church—a house made somewhat historic of late as the one in which John Hay, of 'Little Breeches' fame, was born. His mother and her sisters and brothers, the Leonards, of Harrison county, were among the seminary pupils. It was then not a common thing for girls to learn Latin, and I well remember my surprise at Laura and Cornelia Leonard reading Horace to Mr. Morrison. The seminary soon became famous. Pupils flocked in from not only Washington county, but from adjoining counties—from Louisville, New Albany, Jeffersonville, Charlestown, Bedford, Paoli, Corydon, Indianapolis, and other places. The house was too small to hold all the pupils. Many of the families of the town took boarders who attended the seminary. Mr. Morrison's education was very exact and thorough, and he made his mark on all whom he taught for any length of time. He was a man of very commanding presence, whose eyes looked clean through culprits. His mere

presence in the school-room secured order, such as other teachers obtain only by strategy. The school was always opened with prayer, in which occurred the petition, "that we may know Thee, the only true God, whom to know aright is life eternal." Now there happened to be two brothers in the county, Levi and Noah Wright, who were sheriffs of the county alternately, for many years. It puzzled my small brain no little (though, as it was in a prayer, I never ventured to make my perplexity known), why Mr. Morrison should always pray for Noah Wright (know aright) and never once for Levi. I have seldom seen him laugh so heartily as he did long years afterwards when I told him of this perplexity.

It was a mixed school, and all the better for that, as I look at it. True, the boys and girls occasionally fell in love with each other; but they will do that anyhow, and they will be far less likely to make serious mistakes in this respect when they have studied and recited together and taken measure of each other's mental caliber. Certainly, there never were so many bright, pretty girls in any other school as in that. Their presence made the boys behave better, and they were put on their metal not to be excelled by the boys. Among the foremost of the girls, and concededly so, was Maria Bradley. As the grass has been growing over her grave nearly six years now in her Iowa home, I may be allowed to mention her only of the girls. Those yet living who knew her then, will testify as to her marked ability in all her studies. Her husband, Joseph G. Wilson, has been for more than four years past our consul at Jerusalem.

Among the boys I can name only a few: Robert Allen was fitted for West Point in this seminary. He is still living, a retired army officer, in San Francisco. He was, during the war for the Union, in charge of the Quartermaster's service in Louisville, Ky., an able, upright man. Thos. J. Rodman was another of the seminary pupils who went to West Point. He afterward attained distinction by inventing the huge gun which bears his name. I went with him to Louisville, on his way to West Point, in 1837. The banks were then nearly all broken, and he had to carry silver coin enough to pay his way. We slept together

in the old Galt House, and I had not laid eyes on him from that day till during the late war, when he accosted me in Louisville. When a boy at school, he was tall and spare. Meanwhile he had filled out, and his proportions were somewhat gigantic. I once asked him how he came to invent a gun, as I knew there was no Yankee blood in him. He replied that he was of Scotch-Irish descent, and that that blood was next to the Yankee's in invention. He said that he was in this city at the time the "Peacemaker" burst and killed Secretary Upsher and many others; that, according to the laws of gunnery taught at West Point, that gun had no business bursting; that this explosion put him on a train of thought that resulted in the Rodman gun. Like so many others of the boys and girls in the dear old seminary, *obit in plures*. William Dewey, a son of Judge Charley Dewey, of Charlestown, was one of the earliest pupils of the seminary. He and his two sons laid down their lives in defense of the Union. Washington C. De Pauw, who now so abounds in sheckels, was one of the boys. Dr. Samuel Reid was another, endeared to many friends in Salem, Paoli, and New Albany. My brother Minard was a precocious boy, who never was whipped or deserved a whipping (in the strictest confidence I may say that I got enough for two). He was foremost in all his lessons, and his memory was something extraordinary. He and his cousin, Barton Parke, were among the few Greek pupils in the seminary. His cousin was cut down, when only sixteen years of age, by the cholera. Minard died in 1862, Professor of Latin in Hanover College. Of the later pupils, Newton Booth attained the highest distinction, having been Governor of California and United States Senator from that state. When at school he wrote wonderful compositions, in that the boy being father of the man. He was not cut out for a politician, however, and both positions he held were obtained unsought. He could not fawn upon the dear people, that thrift might follow fawning, and so he has retired to private life with self-respect and clean hands. His elder brother, Walter, who has died within the last year, was as honorable and trustworthy as Newton, as was natural a son born of such parents should be.

On the 16th of January, 1828, the Zelo-Paidensian Society was formed by the pupils of the seminary, and contributed no little to its success. There were declamations, compositions, debates, and annual exhibitions, attended with no little eclat. In conducting the seminary, Mr. Morrison was happy in having the hearty co-operation of quite a number of the best people of Salem. Among these were Judge Parke, Dr. Bradley, John H. Farnham, Jeremiah Rowland, John Kingsbury, Beebe Booth, John G. Henderson, and others. With the exception of Mr. Booth, who, in his old age, enjoys the confidence and respect of all who know him, these have all gone over to the majority. Mr. Farnham was a graduate of Harvard University and a class-mate of Edward Everett. He had the misfortune of being born somewhat too soon for his own popularity in Indiana. Of the excellent public school system of Indiana (of which we Hoosiers are all so justly proud), he was the champion before the people were ready for it. He was a ripe scholar, who spent his winters in Indianapolis, turning an honest penny by writing speeches for members of the Legislature from the rural districts. Even a Governor, in welcoming Lafayette to Indiana, was not above availing himself of Mr. Farnham's eloquent pen. He and his wife were victims of the cholera that decimated Salem in 1833; and their son William and daughter Catharine have since joined them. Of Judge Parke I have written more than once elsewhere. He was the enlightened friend of education, and was foremost in every effort to extend the area of knowledge. He was active in founding the public library of Salem, that did no little to foster a taste for useful reading. Of the old seminary pupils but few remain in Salem. Dr. Henderson, Dawson Lyon and Robert Morris are still there. Mr. James G. May, in a green old age, still walks the streets as of old. May he and Mr. Morrison *redeant seri in cælum*.

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Dr. Nargosky, of St. Petersburg, has measured the capacity of lungs of 630 boys and 314 girls in the local schools. He finds that the capacity, in relation to the weight of the body, is 65 cubic centimeters for each kilogram of weight in boys, and 57 cubic centimeters for girls. He says that the relation between the weight of man and the capacity of his lungs is tolerably permanent. Its variations are chiefly due to the difference in the amount of fat.

## S P E L L I N G.

PROP. E. V. DE GRAFF.

## FIRST YEAR'S WORK.

**METHOD.**—The first year's work (lowest primary) should be spent in copying words, with little or no reproduction without copy.

2. Every word and every sentence taught should be copied from the black-board on the slate, and then read from the slate.

3. Let the first copyings, no matter how crude and awkward, be commended and the writer encouraged. (They are types of the child's crude percepts.)

4. Request the child to persevere—the better the picture of the word the child makes, the more distinct will the impression be on the mind.

5. All study of spelling should be by copying words and sentences in the *best possible hand-writing*.

6. The copied words should be marked and corrected *just as carefully* as any other lesson.

7. The first year, the child should be taught to express thought orally.

## SECOND YEAR'S WORK.

**METHOD.**—At the beginning of the second year, mental pictures will be stored in the mind, and pupils may be required to reproduce them. (It is safe to begin reproduction now, the children have been taught writing technically, and are able to write a plain hand.)

2. Begin carefully. After a word has been copied from the board, erase it and have it reproduced without copy.

3. Do the same with two words, then three, and so on, until the pupils can reproduce the copy correctly.

4. Write a sentence, erase a part of it and then cause the whole to be written correctly.

5. Teach those words only which your pupils use in language. (This holds good throughout the whole course. By language, we mean words used in any and all recitations.)

6. No word should be taught until it is a sign of a distinct idea in the mind.

7. The second year, the child should talk with the pencil. (This only involves the reproduction, continually, of words which he knows.)

8. When a word is misspelled, the teacher should *at once* erase it, and substitute the correct form.

9. Keep a list of misspelled words, and teach no other words until they are learned.

NOTE.—Too much stress can not be laid upon the importance of careful and correct work on the part of the teacher.

### THIRD YEAR'S WORK.


METHOD.—At the beginning of this year, if the first and second years' work have been faithfully performed, the children will write correctly most new words, after reading them once.

1. Require the children to read a sentence and reproduce it.
2. Introduce oral spelling.
3. The teacher should dictate familiar sentences to the pupils to copy on slates and on the board.
4. The pupils should be required to use original sentences involving a use of the word.
5. Every word misspelled should be corrected in the Exercise Book by the pupil.
6. Pupils should be required to use words in various ways before copying in Exercise Books.
7. Give attention to the spelling of words separately and in sentences. The best test of spelling is writing from dictation. The writing of words and sentences helps reading essentially, and if it were done for no other purpose, the time would be well spent, time which would otherwise be given to listlessness, or tiresome idleness.—*Illinois School Journal*.

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### RELATION OF FOUL AIR TO CONSUMPTION.

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 EXPERIMENT has shown that if an animal be kept confined in a narrow, closed apartment, so that the air supplied is always more or less vitiated by the carbonic acid which it expires, however well fed that animal may be, tubercles (consumption) will be developed in about three months. If this be the case, a large percentage of cases of consumption should be met with

among the inmates of badly ventilated schools. But, fortunately, the disease is comparatively infrequent under the age of fifteen, and added to this is the protective influence of the active exercise in the open air usually indulged in by school-children. It is upon the teachers that its blighting effects are most apparent, as they are predisposed by age, they neglect exercise in the open air, and their mental labor is severe, and worry of mind exhausting. Of eleven teachers who died during the last eight years within the limits of one county in Pennsylvania, two died of acute disease, one of an overdose of an habitual narcotic, and of nine attacked by consumption, eight died—six ladies and two gentlemen; the other, a gentleman, will recover, at least for a time.—*“School-room Ventilation.”* by Dr. P. J. Higgins.

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NEXT to the people who are always offering advice, the weakest are those who are continually seeking it. Depend upon it, if there is not a fixed centre in your own nature, a psychological metometer, as it were, to indicate your own course to you, it is useless to expect any success, propped up on the advice of your friends. “Only on strength of his own, unknown to us or to any, can a man rely,” says Emerson, “and it is only as he turns his back on the world, and draws on this most private wisdom, that any good can come to him.”

No one can determine for you your life power. Encouragement or discouragement can not affect the soul serenely centered. Not till you *are* thus immovably centred can you solve the complex quadratic of your existence. Life will then be glorified. Natural days will catch a meaning from the supernatural. Lyric inspiration will rise within your soul, and mysterious voices call to you from the silence for evermore.

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Student (not very clear as to his lesson)—“That’s what the author says, anyway.” Professor—“I don’t want the author; I want you!” Student (despairingly)—“Well, yov’ve got me.”

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The expense of one session of Congress exceeds \$3,000,000.

## OFFICIAL DEPARTMENT.

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The Attorney General has issued the following in a circular. The first three questions are in response to questions asked by Supt. Bloss. The others are given because they give information in regard to the new law that is of general interest.

SIR:—You ask :

1st. "How does the act of April 13, 1881, concerning the taxing of dogs (acts of 1881, p. 395) affect the distribution of surplus dog tax for school purposes?"

The act of April 13, 1881, is a statute covering the entire subject-matter of the act of March 2, 1865, (1 R. S. 1876, p. 69; 3 Davis Supt. to 9 G. & H 15.) and necessarily repeals it. But the act of 1881 does not repeal the act of March 14, 1877, (acts 1877, special session, p. 74.) and such surplus dog tax must be distributed according to its provisions. The act of 1881 took effect September 19, 1881. Under the law of 1865, whenever on the first Monday in March of each year, the township trustee had over \$50 of dog fund in his possession remaining after having paid all legal claims filed against it during the year previous to such date, the excess over \$50 was paid over to the credit of the school revenue of the township for the payment of tuition, and pro-rated between the township and the incorporated towns and cities of such township, according to the enumeration of school children for school purposes within such township. The act of 1881 does not change the law upon this subject, except such distribution must take place on the first Monday of October in each year, and hereafter trustees must make the distribution at that date. According to the act of 1865, the county treasurer paid over the dog tax to the township trustees. This feature of the law finds no place in the laws of the state now. The county treasurer does not collect the dog tax after the first day of April, except for past taxes, but the township trustee collects a license fee in lieu thereof, direct from the owner of the dog. Trustees were required, by the act of 1865, to make a distribution of the surplus fund on the first Monday in March, 1881, but the act of 1881 required him to make another distribution, on the first Monday of October last, of the funds then in his hands.

2d. "In case any trustee has not complied with the law of 1881, is it his duty immediately to turn over to the school revenue for tuition all the dog fund in excess of \$50 held by him on the first Monday of October, 1881?"

Yes; it is certainly his duty to comply with the act of 1881 at once.

3d. "When turned over to said tuition fund, is it to be distributed to the various school corporations of the township by the trustee, as directed by the act of March 14, 1877?"

Yes; it is to be distributed in precisely the same way it was distributed previous to the taking effect of the act of 1881, except as to the time; it having been changed from the first Monday of March to the first Monday in October of each year.

4th. Dogs may be registered and tagged at any time after April 1, 1882, and previous to April 1, 1883, for the year intervening between such dates. But for a part of a year the owner thereof must pay the full amount of \$1 for a male and \$2 for a female.

5th. Any dog untagged may be shot after April 1, 1882.

6th. The owner of a spayed bitch must pay \$2 tax per year.

7th. If any person owns one male and one female dog, he must pay \$1 for the male and \$2 for the female; but an *extra* dollar can not be charged for such female.

8th. A man can not be punished for stealing a dog that has not been taxed; but it is otherwise with a dog that has been taxed. (Decision of our Supreme Court in the case of the State of Indiana against John Doe, decided February 20, 1882)

9th. The cost of the dog tags and registry book must be paid out of the township fund.

10th. Sheep must be paid for by the township *in which they are killed*, without regard to the place where the owners of the dogs killing the sheep may reside; and without regard to the place where the owner of such sheep may live, either within or without the state. Neither is it any defense that such sheep have not been listed for taxation; if they have not been so listed, the county treasurer may list and collect the tax due on them at any time.

11th. A father may own a dog and so may his minor child residing with him, and such child's dog can not be assessed an extra dollar under the provisions of section 1 of the dog law. The entire question turns upon the bona-fideness of the child's claim. If the child honestly owns the dog, the father is not liable to pay the tax on such dog; neither is the dog liable to a double tax. If the child's claim of ownership is to *avoid* paying the extra dollar, then such second dog may be assessed a double amount, or \$2.

12th. The next tax duplicate will contain no column for dog tax. All dog tax now upon the tax duplicate must be collected, as such taxes has been collected in the past.

13th. The Supreme Court decided that a former dog law, very much like the present one, was constitutional. (See Mitchell v. Williams, 27 Ind. 62; State v. Cornall, *Id.* 120; Haller v. Sheridan, *Id.* 494); and the same court approves of these decisions in State v. Doe, cited above.

14th. It is a constable's duty to kill all dogs found at any time after April 1, 1882, without collar and tag, whether notified thereof by the trustee or not, for which, upon proper proof of to the township trustee, he will be entitled to fifty cents.

15th. A trustee is entitled to a fee of only 25 cents for registering a dog. He is entitled to no additional fee. The owner of the dog can not be charged an additional fee for the tag, except where a duplicate tag is issued.

16th. Neither constables nor citizens are entitled to any additional fee for burying a dog killed by them, to be paid out of the township or county treasury.

D. P. BALDWIN, *Att'y Gen'l.*

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## EDITORIAL.

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Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

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The article on "The Treatment of Bad Boys," in this Journal, is a long one, but is full of interest, and no one will wish it shorter. A recent visit to the school confirms the good reports previously heard. The Reformatory is one of the best of its kind in the country. No other one gives so much time to school work.

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Ralph Waldo Emerson says: "The best part of health is a fine disposition. It is more essential than talent. Nothing will supply the want of sunshine to peaches; and to make knowledge valuable you must have the cheerfulness of wisdom. Whenever you are sincerely pleased, you are nourished. All healthy things are sweet-tempered. It is observed that a depression of spirits develops the germs of a plague in individuals and nations."

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Attention is called to the "answer" under the head of Theory of Teaching. The member of the State Board having this subject in charge thinks that instead of making a short answer to each question, it will be more profitable to the teacher to take up one question and answer it exhaustively. I believe that a majority of teachers, upon reflection, will have the same opinion. The question answered is a very important one, and needs much close study.

The new editor and proprietor of the *Ohio Educational Monthly* says, editorially, under the heading *Enlargement*: "Beginning with the April number we propose to add one-fourth to the size of the *Monthly*, making *forty* pages instead of thirty-two, as heretofore."

The INDIANA SCHOOL JOURNAL has averaged more than FIFTY pages of reading matter per month, exclusive of advertisements, for the past two years. No other educational journal in the United States gives its readers so many pages.

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TOBACCO *vs.* BRAINS,—In addition to what the Journal has already given in proof of the fact that the use of tobacco is injurious to brain-development, the following is added from Dr. Dio Lewis:

"Within half a century no young man addicted to the use of tobacco has graduated at the head of his class in Harvard College, though five out of six of the students have used it. The chances, you see, were five in six that a smoker would graduate at the head of his class if tobacco does no harm. But during half a century not one victim of tobacco was able to come out ahead."

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"DEAR SIR:—Is a teacher who subscribed for your Journal last summer and promised to pay for it out of his first school money, or at farthest by the Holidays, and has not paid yet, although notified to do so, sufficiently honorable or honest to teach school? I have had some experience which leads me to ask this question.

— — —, *Agent for Journal.*"

An answer to the above is not necessary. I am glad that it is applicable to but few, and I leave those to answer for themselves.—[ED.]

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### THE LAWYER, THE DOCTOR, THE PREACHER, THE TEACHER.

*The Lawyer's* work is chiefly employed in making right what is wrong—in dealing with dishonesty—in settling the misunderstandings of people—in interpreting law, and in punishing law violators. *Lawyers live by other people's quarrels.*

*The Doctor* gives most of his time to the *mending* of broken physical law. While he has other important duties, his chief work is to *restore* order where law has been violated. For the most part he is simply a tinker. *Doctors live by other people's ailments.*

*The Preacher* gives his time to *reclaiming* people from their sins. Like the Doctor he spends his time in making right what is wrong—in saving people from the results of violated law, only he works in a different department. He must take old, warped, partly decayed

material and make it over again. *Preachers live off of other people's sins.*

*The Teacher* gives his time chiefly to the upbuilding of character. His work is *original* work; he builds from the foundation. He works with God's material, and if he works according to God's plan his work will never need to be done over. He has an advantage over the lawyer, the doctor, and the preacher, in that he is not chiefly occupied in mending violated law, and can give his strength to the development of mind and soul *according to law*. Even the preacher does not have the opportunity of the teacher for doing good. I believe that to-day the teachers of the country are exercising more influence over the lives and characters of the people than are the preachers. A teacher whose character is not worthy of imitation by the children is a disgrace to his profession, and should abandon it.

True the teacher lives by the ignorance of others; but ignorance on the part of *children* is in accordance with God's law, and therefore right. Teacher, magnify your work.

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### TEMPERANCE IN THE SCHOOLS.

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That temperance is a proper subject for school instruction will be admitted by all, if this instruction can be imparted in a prudent way. That intemperance is the great curse of the land all must admit. No one who has moral character sufficient to obtain a license to teach school can for a moment defend intemperance. Whatever may be the views as to methods of its restriction, all unite in condemning and deploring the thing itself. That a knowledge of the deleterious effects of alcoholic drinks upon the body, mind, and soul, will tend to prevent the contraction of bad habits no one can doubt. That it is necessary not only to instruct the mind, but to educate the feelings and build up in the character of the child a sentiment against drunkenness and its evil consequences must be also admitted.

In a community in which there is a difference of opinion it would be unwise in a teacher to talk to his school either for or against prohibition, local option, license, or any other manner of controlling the evil—children have nothing to do with these things, and such talk will only tend to weaken the teacher's influence. Talk about the thing itself, and make it so hideous that no child will dare to put himself within its power. *Do this in such a way as not to degrade any unfortunate parent in the eyes of his children.*

Perhaps the best book on this subject for the use of teachers is a little book by Julia Coleman, entitled "Alcohol and Hygiene." It can be had by addressing the Secretary of the W. C. T. U., at Indianapolis.

## MISCELLANY.

### STATE BOARD QUESTIONS FOR FEBRUARY.

- PENMANSHIP.**—1. What use do you make of the black-board in teaching penmanship? 10
2. Give examples of five exercises you would use in teaching fore-arm movement. 10
3. Write and name the elements used in forming the loop letters. 10
4. Name the several positions of sitting at the desk for writing. Which do you prefer? Why? 3 pts., 4. 3. 3
5. Analyze the letters *p* and *q*. 2 pts., 5 each.

NOTE.—Your writing, in answering the above questions, will be regarded as a specimen of your penmanship, to be marked 1-50.

- ORTHOGRAPHY.**—1. How are *vowels* distinguished from *consonants*? 10
2. What is the difference between a letter and an elementary sound? 10
3. When are *w* and *y* consonants, and when vowels? 2 pts., 5 each.
4. Define a diphthong; a digraph; and give an example of each. 4 pts., 2½ each.
5. Which of the following words are primitive; which derivative? Hopeless, dreary, reform, break, laugh. 5 pts., 2 each.
6. Spell ten words dictated by the superintendent. 5 each.

- PHYSIOLOGY.**—1. Why does the body require food? 10
2. What is the peristaltic action of the intestines? 10
3. Why should all mental and physical labor be suspended for a time immediately before and after eating a meal? 10
4. What is the principal vessel that supplies the liver with blood for the purpose of secretion? 10
5. What are the functions of the liver? 10
7. How does the oxygen of the air enter the blood? 10
6. Name the organs of special sense. 10
8. How should the light fall upon the page from which a pupil is reading? Why? 2 pts., 5 each.
9. How may a stroke upon the ear by a book or hand injure that organ? 10
10. What is meant by reflex action? Illustrate. 2 pts., 5 each.

- GRAMMAR.**—1. *a.* Define the antecedent of a pronoun. *b.* What may it be? a 4, b 6.
2. Happy is the man that findeth wisdom. Parse *that*. 10

3. Write a sentence containing two infinitives, one used as a noun in the nominative case, and the other in the objective case. 10

4. Expand into a complex or compound sentence: Desiring to live long, no one would be old. Troy being taken by the Greeks, Aeneas came into Italy. 2 pts., 5 each.

5. Analyze: A ruler who appoints any man to an office, when there is in his dominions another man better qualified for it, sins against God and against the state.—*Koran*. 10

6. Punctuate and capitalize: Rome and Carthage were rival Powers this city in Africa and that in Europe the one on the Northern coast of the mediterranean the other on the southern.

One off for each error.

7. Correct: Begin it over again. A circle can't in no way be squared. 2 pts., 5 each.

8. Name five common errors in teaching composition writing. 5 pts., 2 each.

9. What is the distinction between active, passive, and neuter verbs? 3, 3, and 4.

10. Correct: He treated me with great negligence. I expect he has gone home. 2 pts., 5 each.

*NOTE*.—If a word to be parsed is wrongly used it should be corrected before parsing. Punctuation includes capitalization and spelling.

**THEORY OF TEACHING.**—1. What relation does the school bear to the family? 20

2. What must determine the rules and regulations of the school? 20

3. What is a habit? 20

4. Why should a teacher never scold his pupils? 20

5. What are the duties of the school in respect of physical education? 20

**ARITHMETIC.**—1. Can you reduce 6 bushels to pecks by multiplying 6 bushels by 4? Why? 2 pts., 5, 5.

2. What number, multiplied by  $3\frac{1}{2}$ , gives 18 for the product? Why? 2 pts., 5, 5.

3. How many liters of gas in a gasometer 2 meters long, 3 decimeters deep, and 8 dekameters wide? proc. 5; ans. 5.

4. I own  $\frac{3}{4}$  of a steamboat, and sell  $\frac{1}{4}$  of my share for \$9 000, what was the value of the steamboat? proc. 5; ans. 5.

5. Write in figures the following:

(1) Eight hundred two and forty ten-millionths;

(2) Sixty-four and three hundred millionths;

(3) Six hundred and six millionths;

(4) Six hundred six millionths;

(5) Two hundred forty-three tenths.

5 pts., 2 each.

6. What per cent. of \$3 is 3 mills?

proc. 5; ans. 5.

7. Find the amount of \$720 for two months and three days at 5 $\frac{1}{2}$  per cent. per annum. proc. 5; ans. 5.

8. How much cloth, at \$3 per yard, must I sell to clear \$120 by selling at 20 per cent. profit? proc. 5; ans. 5.

9. If 6 men build a wall in 30 days, how many men can build it in 10 days? By proportion. proc. 5; ans. 5.

10. What is the length of the side of a cube whose volume is equal to a parallelopiped 24 ft. long, 12 ft. wide, and 8 ft. deep? proc. 5; ans. 5.

**HISTORY.—1.** What is the most prominent characteristic of U. S. History as compared with other histories? 10

2. For what object has the United States engaged in war? 10

3. Tell the story of the invention and first use of the telegraph. 10

4. Give some account of the discoveries and settlements of the French in this country. 10

5. *a.* With what nations have we international boundaries? *b.* How have these boundaries been determined? a 3, b 7.

6. *a.* Where and, *b.* in what way was the War of the Rebellion ended? a 3, b 4.

7. Give a sketch of Charles Sumner. 10

8. What State was last admitted into the Union? 10

9. *a.* What had the Ordinance of 1787 to do with the origin of Indiana? *b.* What other States had the same origin? a 6, b 4.

10. *a.* With what other study is History most closely associated? *b.* What does this suggest as to the method of teaching History? a 4, b 6.

**NOTE.**—No answer to exceed ten lines.

**READING.—1.** What is meant by monotone? To what kind of subjects is it usually confined? 2 pts., 5 each

2. How does accent differ from emphasis? 10

3. Mark the accent in the following words: Abbot, demur, dental, concern, disputant, idiosyncrasy. 5 pts., 2 each.

4. In reading poetry, what pauses are usually observed, and why? 2 pts., 5 each.

5. Mark the pauses that you would observe in reading the following:

“In slumbers of midnight the sailor boy lay,  
His hammock swung loose at the sport of the wind.” 10

6. Read a selection of prose; also one of poetry. 2 pts., 1 to 25 each.

### ANSWERS TO STATE BOARD QUESTIONS FOR MARCH.

**ARITHMETIC.—1.** The number of acres in each building lot will be the G. C. D. of the number of acres in each of the three farms. As the difference

between 898 and 1254 is 356, the G. C. D. of 356, and 898 is seen to be the G. C. D. of the three numbers, which is found by the ordinary process to be 2; therefore 2 acres will be the size of each lot.

2. For the analysis and principle of problems of this character, see Feb. Journal, page 91, answer 2.

3. *a.*  $.303 \times .03 = .00909$ . *b.* We multiply the one number by the other, as though they were integers; but as, in that case, the multiplicand is 1000 times too large, and the multiplier is 100 times too large, the product will necessarily be 100000 times too large, and we must prefix ciphers to it to reduce it to a decimal representing 100000ths.

4. *a.* In passing over 5 signs and  $5^\circ$  of longitude the sun travels through  $155^\circ$  degrees. *b.* As  $1^\circ$  longitude = 4 min. in time,  $155^\circ = 620$  min. in time, or 10 h. 20 min. *c.* The sun will be over the  $155^{\text{th}}$  longitude west of Washington, and the time at Washington will be 10:20 P. M.

5. *a.* A gram of rain water will make a cube whose edge is .01 of a meter. *b.* A liter will make a cube whose edge is .1 of a meter. *c.* A liter, therefore, contains .001 of a cubic meter, and a gram contains .000001 of a cubic meter, or .001 of a liter. *d.* A liter will therefore weigh 1000 grams.

6. *a.* The walk round the lot, exclusive of corners, will be  $300 + 200 + 300 + 200 = 1000$  ft.; the width is 6 ft.; therefore the walk, exclusive of corners, will contain  $1000 \times 6 = 6000$  s. ft. *b.* As there are 4 corners, and each corner measures 6 ft. each way, the corners will contain  $6 \times 6 \times 4 = 144$  s. ft. *c.* The whole walk will contain  $6000$  s. ft.  $+ 144$  s. ft. =  $6144$  s. ft., which at 7 cts. a s. ft. will cost  $6144 \times 7 = 43008$ . Ans. \$430.08.

7. As the interest on \$750. at 4% per an. for 11 months will be  $\frac{1}{2}$  of  $\frac{4}{100}$  of \$750.; and this interest is  $\frac{1}{2}$  of  $\frac{4}{100}$  of the amt. required. That sum can be readily found by the following operation:

$$\begin{array}{r|l} 750 & \\ 11 & 12 \\ 4 & 100 \\ 12 & 10 \\ 100 & 6 = 550. \end{array} \quad \text{Ans. \$550.}$$

8. *a.* The interest on any sum for 63 d. at 10% per an. is 1.75%. *b.* 1000. will be the amount of the note less 1.75%, or 98.25% of it, since it is discounted in bank. *c.* The note will therefore be  $1000 \times \frac{100}{98.25} = 1017.81$ . Ans. \$1017.81.

9. *a.* The street crossing makes a parallelogram 80 ft. by 60 ft. *b.* The diagonal will be the hypotenuse of a right angled triangle having these sums respectively as base and altitude. *c.* Therefore  $\sqrt{80^2 + 60^2} = 100$ . Ans. 100 ft.

10. As the area of a circle is equal to the circumference multiplied by a sum representing  $\frac{1}{4}$  the diameter, the area of a circle whose radius is 10 ft. will be  $20 \times 3.1416 \times 5 = 314.16$ . Ans. 314.16 s. ft.

**THEORY OF TEACHING.—Question:** Define attention. State the difference between voluntary and involuntary attention.

**Answer.**—Attention may be defined as the energy with which the

mind apprehends objects of thought either singly or in their relations to other objects.

Sir William Hamilton regards attention as of three kinds, which he names *involuntary*, *semi-voluntary*, and *voluntary*.

*Involuntary attention* is that natural and spontaneous activity of soul with which it regards every object known by consciousness. We can not be conscious of any thing without attending to it. This makes it an original endowment of the soul possessed by every being having any degree of intelligence. It is common to man and the lower animals. Any being that knows must attend. This kind of attention does not presuppose the activity of either the sensibility or the will, nor can it be controlled by the will. The will has no power to prevent the mind from exercising this kind of attention.

*Semi-voluntary attention* is that energy of apprehension which is prompted by desire. When interest, or curiosity is aroused, this desire to know stimulates the activity of attention. There is here no intermediate activity of will, but the attention is immediately responsive to the desire that is awakened. But the soul has the power to choose which of several objects of interest it will attend to, or whether it will attend to any of them. Semi-voluntary attention is subject to the control of the will, but acts naturally in obedience to the sensibility. One hears an unusual sound. He involuntarily attends to that sound, else he would not hear it. A desire is awakened to know its cause. This desire prompts him to attend more closely; to use his other senses in order that he may know more about it. But every one is conscious that he has the power to resist this impulse and to attend to something else. It is semi-voluntary not because there is any direct activity of will, but because it is within the power of the will to resist the impulse of desire and direct the attention into another channel.

*Voluntary attention* is that energy of apprehension that is directly obedient to the will. One attends because he wills to attend. There may or may not be an attendant activity of the sensibilities. The will commands and the attention obeys.

It may aid to a better understanding of this subject to consider briefly the two elements involved in *will*. *Will* consists of *choice* and *volition*. To *choose* implies the existence of more than one object and the preference of one. The activity of both intellect and feeling are presupposed in the act of choosing. Feeling gives ends, and intellect enables us to determine the relative value of ends thus given, and the means to be used in realizing them. *Volition* is the force put forth in executing what has been chosen. It has been said that this division gives the basis for the distinction between the nature of man's accountability to God and to the state. He is accountable to God for his choices; to the state for his volitions. Now an

act of voluntary attention is an act of *volition* more than an act of *choice*. The choice is presupposed, but voluntary attention is this act of executive force deliberately and intentionally exercised. The full development and possession of this power is the highest force of self-control. It constitutes the chief end of true education.

The following from a paper of President Hinsdale, of Hiram College, in Vol. II. No. 3 of *Education*, shows the importance which President Garfield attached to this power of voluntary attention. The writer says :

"Sitting on a log in the edge of the woods back of the college building in Hiram, Garfield once said to the companion of his walk, 'I have made a painful discovery. I have found that my mind needs interest in a subject to incite it to continuous action. The other day I tried to read through a long bill in which I had no interest; it was merely my duty to read it. My attention wandered, thus revealing a defect in my training. If I can not otherwise overcome this defect,' he said, 'I will give up my work, renounce public life, go to Germany, and take a full course in one of the universities. I must be full master of my powers at any cost.' At this time he had been in Congress several years."

James T. Fields, at the close of a long and successful career as a literary and business man, gave the following testimony to the importance of cultivating the habit of voluntary attention :

"If I were a boy again, I would school myself into a habit of attention oftener. I would remember that an expert on the ice never tries to skate in two directions at once. One of our great mistakes, while we are young, is that we do not attend strictly to what we are about just then, at that particular moment. We do not bend our energies close enough to what we are doing or learning. We wander into a half interest only, and so never acquire fully what is needful for us to become master of. The practice of being habitually attentive is one easily attained if we begin early enough."

A practical suggestion will close this answer. Young children must have their attention excited to activity through the feelings. Information must be so presented as to awaken an interest, excite curiosity, because the higher form of attention is not yet possible to them. Older students should be led to see the importance of forming the habit of voluntary attention, and every incentive within reach of the teacher should be employed to encourage them to cultivate and strengthen this power. While this power is weak, silence is a necessary condition for its exercise. This is one of the bottom reasons for maintaining silence in the school-room. Remember that the chief purpose of education is self-control; the necessary condition of self-control is the habit of voluntary attention.

READING.—1. Words of special importance, or having a peculiar signification in a sentence usually require a special stress of voice in pronunciation. Such stress of voice is termed emphasis. Example: "I did not say she *struck* me; I said she *pinched* me."

2. Emphasis is controlled by the thought to be expressed, and the method of expressing various shades of thought bring the inflections into use. Thus force and variety of tone are combined.

3. A parenthetic clause is one thrown into a sentence, not as a necessary part of it, but by way of remark, comment, or explanation. The voice should be lowered in reading it.

4. The *pure* tone, because it is most natural.

5. Each person's voice has a natural key or degree of elevation. This is termed its pitch. A lowering of the tones below this is termed *low pitch*, usually employed in expressing fear, awe, reverence, etc. A raising of the tones above this is termed *high pitch*, used in expressing joy, passion, urgent appeal. The extent of high and low pitch above the natural key is termed the *compass* of one's voice. It is excellent exercise for the voice to practice it in the scale from high to low pitch, and *vice versa*.

HISTORY.—1. Political (including governmental and military), social, industrial, educational (including literary), and religious.

3. War of the Revolution, War of 1812, Mexican War, Civil War.

5. The Articles of Confederation were inoperative, because while they authorized Congress to advise, recommend and urge important matters upon the States, Congress had no power to enforce its acts. The U. S. Constitution was found a necessity, because it was necessary for the central national government to levy taxes, collect them, and expend them in its own way in the execution of its own law and the maintenance of its own authority.

6. They were afraid that the national government, as centralized and strengthened by the constitution, would interfere with local and personal liberties.

7. Taxation in various forms by the British Parliament without representation in it.

8. The success and avowed policy of the Republican party.

9. Railroads promote intercourse, spread abroad the means and results of material and intellectual activity, and stimulate all kinds of industry.

PHYSIOLOGY.—2. The biceps muscle is attached to the scapula above, and, passing down the front of the humerus, is fastened to the radius just below the elbow. When this muscle contracts, it raises the forearm, and lifts any weight held in the hand.

3. All substances, whether liquid or solid, necessary for the nourishment of the body.

5. By the blood vessels in the lining membrane of the small intestines, and by the *lacteals*.

6. It stops the flow of blood from an injured blood-vessel, and thus prevents death from hemorrhage.

GRAMMAR.—2 *Whoever* is a compound relative pronoun. The antecedent part is third person, singular number, and nominative case, subject of the verb *will learn*; the relative part is the subject of the verb *studies*. *One* is an adjective pronoun, third, singular, neuter, objective, governed by *will learn*.

6. *Metonymy* is a figure in which the name of one thing long associated with another is taken to denote that other; as, "Please address the *chair*."

10. That is a story as hard to swallow as those of Gulliver himself. I am sorry to hear you have been unfortunate.

GEOGRAPHY.—1. Florida and Yucatan.

2. They belong to four races: the Caucasian, the Ethiopian, the Indian, and the Mongolian.

3. California and Oregon. Sacramento is the capital of California, Salem is the capital of Oregon.

4. Boston, New Haven, Worcester, Cambridge, and Fall River are the five cities required. Connecticut, Penobscot, Kennebec, Androscoggin and Merrimac are the required rivers.

5. The Volga, the Danube, the Dnieper, the Don and the Rhine. The Volga rises near the Voldai Hills, and flows east, then south into the Caspian Sea. The Danube rises in the Alps, and flows on the eastern slope into the Black Sea. The Dnieper rises near the Voldai Hills, and flows south into the Black Sea. The Don rises in the central part of Low Europe, flows southeast, then southwest into the Sea of Azov. The Rhine rises in the Alps, and flows north into the North Sea.

6. Cuba is in the Caribbean Sea, east of the Gulf of Mexico. Borneo is in the Eastern Indian Archipelago, between Asia and Australia. Madagascar is in the Indian Ocean, east of Africa. Sandwich Islands, in the Pacific Ocean, west of North America. St. Helena, in the Atlantic Ocean, west of Africa.

7. A volcano is a mountain with a bowl-shaped depression, or crater, on its summit or side, from which issue smoke, ashes, lava, etc.

8. Isthmus of Panama connects North and South America. The Isthmus of Suez connects Asia and Africa. The Isthmus Tehuantepec connects Mexico and Central America.

9. A water-shed is an elevation of land separating the waters of river systems. A plateau is a level highland. A mountain is a mass of rock which rises considerably above the surrounding country. A harbor is an inlet of the sea, in which ships may be sheltered from the fury of winds. A cape is a point of land projecting into the sea.

10. Spanish, Italian and Turkish.

( ORTHOGRAPHY.—1. Vowels consist of pure tones. Aspirates are breathings only, modified by the vocal chords. Example: *a* in *hate* or *hat*; *p* in *cap*.

2. (1) *gig, gin*. (2) *rich, machine, chyme*.

3. Labials are letters whose elements are chiefly formed by the lips. They are *p, b, wh*, and *w*.

4. In order to secure accuracy of pronunciation and the proper accentuation.

5. By a hyphen placed only between syllables. A word of one syllable should never be divided.

PENMANSHIP.—1. In teaching writing, as in teaching other subjects, various methods may be used. The great end to be attained is systematic work. While each teacher must recognize the *same* principles, the *methods* of teaching them may be many. No teacher can succeed without system and method; hence, the question: "Describe your method of conducting an exercise in Writing."

In conducting an exercise in writing three things should be carefully observed: namely, *knowledge, execution, criticism*. By the use of the black-board or charts, give the pupil a mental conception of the form to be written. This can be done by an analysis of the letter. The pupil should know whether the line should be straight or curved, whether the curve is slight or intense, whether the lines unite in a turn or a point, etc.

Next, in order, should follow the exercise in writing. All should write the same copy. While practicing, the mind of the pupil should be directed to the positions and movements until understood and acquired.

During the exercise in writing the teacher should give careful attention to the writing of the pupils, and after they have written the copy three or four times, he should illustrate the most prominent faults that he has noticed. After the criticism and instruction the pupil should be again directed to write three or four lines more, while the teacher passes among them and notes the mistakes.

Thorough system should mark the opening and closing of each lesson.

2. Finger movement, fore-arm movement, whole-arm movement, and combined movements.

3. First, third, fourth, and sixth.

4. *A A M T T H H I L J J P P B B G*  
*O O C D E Z D W V U Y*

5. The distance between words, in the same sentence, should be two spaces ; between sentences in the same paragraph, four spaces ; between figures, one-half a space.

A Mr. Rich has left a legacy of \$2,000,000 to Boston University.

The United States has railroads sufficient to reach four times round the world.

This indicates that the superintendent, W. H. Fertich, and his associates, are doing good work.

Three Purdue professors have attended "golden weddings" among their relatives within the last three months.

L. Prang & Co., of Boston, have opened a Chicago Branch to their business. Hermann Schuricht is their Western Agent.

**SERVED THEM RIGHT.**—Supt. Clancy, of Delaware county, revoked the licenses of two of his teachers for visiting saloons and drinking.

The five largest cities in the United States, in the order of their size, are New York, Philadelphia, Brooklyn, Chicago, Boston.

F. M. RIDDLE.

**MONTICELLO.**—J. G. Royer, Supt., and his teachers, recently spent a day visiting the Logansport schools. They were pleased with what they saw.

The Drewersbury school, G. H. Bogart teacher, with an enrollment of 49, had 97.6 per cent. of attendance for the second week in February.

Jos. Dixon Crucible Co., of Jersey City, N. J., offer \$275 in prizes for the best drawing done with the Dixon pencil. Send for circular giving particulars.

**LOGANSPORT.**—The report for February shows : Number enrolled, 1545 ; average attendance, 1360 ; percent of attendaace, 93.6 ; days absence, 1780 ; neither tardy nor absent, 696 ; cases of tardiness, 100 ; visits to schools, 532.

**THORNTOWN.**—L. M. Crist, Supt., made a specialty in working up an interest in the Longfellow and Whittier celebrations. The schools gave two public entertainments for the benefit of the school library. The one on December 17th cleared \$35, and the one on February 27th cleared \$80. Good.

The next meeting of the Superintendents of City Schools will be held in Indianapolis April 27th and 28th. The announcement that it would be held February 22d was premature.

*The Normal Quarterly* is the name of the new paper representing the Southern Indiana Normal at Mitchell. It is edited by W. E. Lugenbeel, and contains some good articles in addition to a great variety of "normal news."

WABASH COUNTY.—Harvey A. Hutchins, county superintendent, has published a manual for his schools, which contains an outline of a course of study, programme for township institutes, suggestions to teachers, etc., etc. It will surely be helpful to teachers who study it.

The Union School Furniture Company, of Battle Creek, Mich., has re-built its factory burned last fall, and is now ready for vigorous work again. Thos. Charles, well known in this state, has charge of the Chicago office. T. C. Eaton, of Mishawaka, is agent for Indiana.

MISHAWAKA.—Favorable reports come from the Mishawaka schools. The January report makes a comparison with the same month in the three preceding years, and the improvement indicated is gratifying, to-wit:

	1879	1880	1881	1882
Enrollment, - - - - -	418	460	468	482
Neither tardy nor absent, - - -	94	119	177	220
Cases of tardiness, - - - -	190	139	62	37

THE TEN LARGEST CITIES IN THE WORLD.—According to Rand, McNally & Co.'s new "Atlas of the World," just published, the population of the ten largest cities in the world is as follows:

1. London, - - -	4,000,000	6. New York, - - -	1,206,500
2. Paris, - - - -	1,988,806	7. Berlin, - - - -	1,111,630
3. Soo-Choo, - - -	1,500,000	8. King-to-Ching, -	1,000,000
4. Canton, - - - -	1,300,000	9. Philadelphia, - -	846,979
5. Peking, - - - -	1,206,599	10. Chang-Chow, - -	800,000

BROOKLYN, N. Y.—According to reports the schools, especially the primary schools, of Brooklyn, N. Y., are in very bad condition for want of sufficient room. A person who recently visited these schools reports them in the Chicago *Inter-Ocean* thus:

"But one of the crying abuses of the Brooklyn primary schools—an abuse even worse than that of placing the younger children, who are most in need of teachers of superior judgment, in charge of unpracticed recruits, fresh from pupilage in the grammar schools—is that of crowding from 80 to 130 little ones, of from 5 to 7 years of age, into rooms which should not contain more than fifty such chil-

dren. There these innocents sit, on benches made to hold seven and eight little ones, so tightly wedged together that the arms of half the children are overlapped by those of the other half. There they are kept in close, over-heated rooms three hours, with the exception of an intermission of ten minutes."

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MR. EDITOR:—I beg leave to differ with the solution given in the Indiana School Journal, of problem 9 in questions used for December. I will give my objections to the solution, then I will give my solution.

The statement that "every \$1 A pays cancels \$1.05 of the debt" is not correct. Now for the proof: The discount, \$1 05 at 5%, is \$0.05 $\frac{1}{4}$ ; \$1 00 — .05 $\frac{1}{4}$  = \$0.99 $\frac{3}{4}$ . Therefore, every \$0.99 $\frac{3}{4}$  A pays cancels \$1.05.

My solution is as follows: The proceeds of \$1.00 discounted at 5% is \$0.95; then every \$0.95 A pays cancels \$1.00 of the debt. \$1425 paid by A will cancel as many dollars of the debt as equal the number of times \$0 95 is contained in \$1425 00, which is 1500 times. Therefore, \$1425.00 cancels \$1500 of the debt. \$1800 — \$1500 = \$300, bal. due.

This solution is open to criticism by any one who may differ with it.

L. D. HANKINS.

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### THE STATE NORMAL SCHOOL.

The Board of Trustees of the State Normal School some month ago appointed a committee of three, Wm. T. Harris, W. H. Payne, and H. S. Tarbell, all eminent educators, and none of them having any official relations to the institution, to visit the school, make a critical examination, and report to the Board. Profs. Payne and Tarbell recently made their visit. The following letter, written by Prof. Payne after he had returned home, explains itself:

UNIVERSITY OF MICHIGAN, Feb. 18, 1882.

Hon. John M. Bloss, Supt. Public Instruction of Indiana:

As you know I have recently made an extended visit to the State Normal School at Terre Haute for the purpose of observing the facilities it offers for the professional training of teachers. I think it due to you to state in brief some of the conclusions that have resulted from this examination. In a Normal School worthy of the name, and worthy of public confidence and support, the professional instruction should be at least co-ordinate with the academic instruction.

In a State like Indiana, where a high grade of academic instruction is accessible to all who wish to obtain it, there is no excuse for a Normal School if it does not furnish that special training that distin-

guishes the teacher from the mere scholar. There are reasons why these professional schools must continue to instruct their pupils in the ordinary branches of learning, but if they are true to their mission they must superadd a body of Public School doctrine and training in the most improved methods of school management.

From my examination of the State Normal School I learn, contrary to my expectations, that this professional work is even more than a co-ordinate feature, both in the thought of the school and in the work that it is actually doing.

The professional functions of the school are not only clearly conceived as a whole, but the subordinate parts are clearly worked out by the individual instructors. The method of practice work is very admirable, and I scarcely see how it can be improved in quality.

The pupil is not only taught his subject, but, by observation, practice and competent criticism, he is also taught how to teach this subject.

In one phase of the proposed work of school I feel a special, almost a personal interest, because in its purpose and scope it is similar to the work in which I am engaged. I mean the facilities offered to the graduates of high schools and colleges for attaining a high grade of professional instruction as a preparation for occupying the higher places in the public school service of the state.

This is not only a move in the right direction, demanded by the progressive spirit of the times, but, so far as I know, is peculiar to your Normal School, and is a most creditable fact in current educational history. I sincerely hope that this new movement will be generally welcomed by educated young men and women of Indiana who are ambitious to rise in the new profession. If I might counsel such, my advice would be to pass from high school and college into this professional school, where a knowledge of subjects may be supplemented by that peculiar knowledge that is strictly professional, and without which the teacher must be merely empirical.

Very respectfully,

W. H. PAYNE,

*Of the Chair of Education in Michigan University.*

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#### GEMS OF THOUGHT.

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Not failure, but low aim, is crime.—*Lowell.*

I fear that man most, who fears God least.—*Hoss.*

Most men are able to be very patient under other people's troubles.—*Hoss.*

He who waits to do a great deal of good at once, will never do any good.—*Dr. Johnson.*

Honor and shame from no condition rise ;

Act well your part ; there all the honor lies. [Pope.

## PERSONAL.

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J. A. Barnes is principal of the Idaville schools.

J. W. Hanan is principal of the Mongo school.

L. M. Herrington is principal of the Greentown schools.

Mrs. Vina Stephenson is principal of the Benwood school.

Homer W. Porter, of Valparaiso, is the new superintendent of Porter county.

J. H. Smart and John M. Bloss attended the National Superintendents' Convention at Washington, D. C.

M. E. Locke, assisted by J. S. Bradley, will open a School of Language and Literature in Michigantown, April 14th, to close June 16th.

Pres. White, of Purdue University, was pleasantly greeted by the faculty and students on his return to his labors, after two months' respite.

W. Herrick, one of the leading teachers of Wabash county, has been nominated (by the winning party) county surveyor, and also chosen civil engineer for the city of Wabash.

D. B. Veasey, well known in this state, after a rest of six or eight months from the agency work, has re-entered the field and now represents A. S. Barnes & Co., with headquarters at St. Louis.

B. J. Bogue, principal of the Mishawaka high school, and Miss Maria Calvin, teacher of the grammar department in the same school, were recently married. "Both continue to teach, and are doing better work than ever." Of course.

Calvin Patterson is the name of the new superintendent of the Brooklyn schools. He was promoted from a lower position in the same schools, and is said to be a good man. He had twenty-five competitors, from various states and sections of the country. Prof. Smart, of Indiana, stood second best in the contest, and doubtless would have won had it not been for the sentiment in favor of a "home man."

Dr. O. A. Burgess, for many years President of Butler University, died at his home in Chicago, March 14th, of heart disease. Dr. Burgess was only 53 years old, was eminently a self made man, and had but few equals as a vigorous thinker and close scholar. He was most widely known as a minister in the Christian Church. His great executive ability made him a successful president of the college over which he presided so many years.

## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

## BOTANY.

March 1st, there were in blossom at Indianapolis the Harbinger of Spring (*erigenia balbosa*), the Chick-weed (*cerastium*), and Shepherd's Purse (*capsella*); among trees the Red and Soft Maples, the Large American Aspen, and the Elm. Snakes, frogs, spiders, and tree toads were abundant.

S. E. Cassino, of Boston, announces at an early date "A Manual of the Mosses of the United States," by Leo Lesquereux and G. P. James.

## ZOOLOGY.

Scribner's Century Magazine for March contains a fully illustrated article on the Black Bear, written in a pleasant, popular style, by Chas. C. Ward.

The Third Edition of Packard's Zoology, by Henry Holt & Co., N. Y., is out. This is by all odds the best text-book for college and high school classes yet issued. Its price, \$3.00, and size prevent its use in most high schools, except as a reference book; to the teacher of zoology it is invaluable.

Prof. H. N. Martin has out a book, "How to Dissect a Turtle," which is another valuable addition to our knowledge of vertebrate structure. Teachers need books of this kind—practical and special. St. George Mivart's book on the house cat, is another recent manual invaluable to the practical teacher of zoology and physiology.

## REVERSION TO THE WILD STATE.

Hon. J. D. Caton, of Ottawa, Ills., during a sojourn to the Sandwich Islands, observes that except the goose and duck, nearly all the introduced animals have reverted to the wild state; among them the ox, horse, goat, sheep, hog, dog, cat, turkey, peacock, and common fowl. The ox in 75 years has become wild, wary, and fleet. The sheep are small, gaunt, long-legged, and scant in wool. The goat is unapproachable, and the porker has become the fleet and fierce wild boar. The fowls are all buff color; they live in the mountains, and disappear as soon as seen. He concludes the return to the wild habit, form and color is most marked in those species most recently reclaimed from the wild state.

## BIOLOGY IN PUBLIC SCHOOLS.

Geo. W. Peckham, of the Milwaukee (Wis.) high school, concludes that the "repeating of classifications of animals with all the appropriate definitions," has nothing to do with genuine knowledge of

animals. He uses Huxley and Martin's Biology as a laboratory guide; the board has provided eight Beck's Students' Microscopes, and *one hour daily is given to practical laboratory work for seven months.* The classes are in five working sections of sixteen each. Average age 16 years; more than half are girls. Students are eager and enthusiastic, and wish the term longer. They study in succession the following: protozoecus, amœba, bacteria, mould, ferns, flowering plants, infusorian, fresh water polyp, clam, lobster, and frog. At the end of the course come morphological and physiological generalizations. This is a new departure. It shows a live teacher and wide-awake school board.

#### PHYSIOLOGICAL.

It is believed the opium habit is increasing in the United States; it has increased notably by the abuse of the use of the hypodermic syringe. The drug costs the United States \$5,000,000 annually. There are 500,000 consumers now, as against 225,000 in 1876. Every drug store has its opium customers. The victims are from all classes, ages and professions. Most will lie to get the drug, as Coleridge acknowledges he did. The bromide and chloral habits are not uncommonly met with in large cities. Many of these evils, as well as alcoholism, are traceable to impairment of the digestive and nervous functions by the excessive use of tobacco. A majority of the boys over 10 years old in large towns smoke either cigars or cigarettes.

#### GEOGRAPHY.

The population of the United States is, by the census of 1880, 50,155,783, as against 38,558,371 in 1870. Nevada has 62,266; New York 5,082,871; Indiana has 1,978,301, as against 1,680,637 in 1870.

British America has increased from 3,686,596 in 1871, to 4,341,539 in 1881.

The South has 67 cotton-seed oil mills. Cotton-seed is worth \$12 a ton; 3,000,000 tons were produced last year, of which  $\frac{1}{8}$  was made into oil, valued at \$2 500,000. The oil is used for soap, sardines, and many purposes to which sweet oil was formerly put.

New York City has 340 miles of granite-paved streets, 383 miles of sewers, 512 of water-pipes, 885 of gas-mains, and 7 miles of electric light wire. There are 23,500 lamp-posts and 55 electric lights on the squares and avenues.

The Pacific Railway has over 30 miles of snow-sheds, costing \$8,000 to \$12,000 a mile. They are made of wood and iron; the snow over them is often 20 to 30 feet deep. They shut out the mountain view, but without them travel would be impossible.

## BOOK TABLE.

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*The Purdue News* is the name of a little 8-page paper published at Purdue University. It is what its name signifies.

*The St. Nicholas* is giving a serial story this year, entitled "The Hoosier Schoolboy." It is by the author of "The Hoosier Schoolmaster," Edward Eggleston, than whom no other writer uses westernisms so skillfully—they come natural to him. The story is an entertaining one, and yet it is healthful. No boy or girl can read it and not be benefited. It would be a capital story for teachers to read to their schools.

The St. Nicholas is always good. Published by the Century Co., New York.

*Webster's Unabridged*, published by G. & C. Merriam, of Springfield, Mass., is without question the *standard* in this part of the world. It contains over 118,000 words, being over 3,000 more than are found in any other. It contains also: (1) A Memoir of Noah Webster; (2) a brief History of the English Language; (3) Principles of Pronunciation, etc.; (4) over 4,000 Scripture Proper Names; (5) over 1,500 Greek and Latin Proper Names; (6) over 4,000 Prefixes, Terminations, etc.; (7) over 500 Geographical Names, with derivations; (8) about 10,000 Geographic Names pronounced; (9) over 9,700 Names of Noteworthy Persons; (10) over 700 English Christian Names, derived, defined; Nicknames, etc.; (11) Proverbs, Colloquial Expressions, etc., etc., etc.

## BUSINESS NOTICES.

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See advertisement of Geographical Reader, by Chas. Scribner's Sons.

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# INDIANA SCHOOL JOURNAL.

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MAY, 1882.

No. 5.

## WORK.

ISABEL KING, CRITIC TEACHER IN INDIANAPOLIS TRAINING SCHOOL.

[ Read before the State Teachers' Association, Dec. 31, 1881.]



ORK is the appointed calling of man on earth."

True, you may say, you have heard that or something very nearly like it before. No need, methinks, to say that to teachers.

Ruskin says, in that blunt English of his, that "it is a *refreshing* thing to put one's room to rights." In this annual putting to rights, which is one aim of our gathering here, may I be forgiven if I should dust over some articles which have already received attention. Such things will happen in very well regulated households, and only serve sometimes to make the putting to rights more thorough.

Why is this idea of work, then, so readily and universally accepted? Some fundamental, vital law must be at the foundation, or this would not be the case. There must be something inherent in the very nature of things to make this so.

We strive to hold fast to that which is good; and in the march of the race onward to higher, better things we have discovered that all good which is worth the holding, has been achieved only by intense, earnest labor.

The master minds that have seemed to open doors at intervals that made the way plainer for our part of the race to improve,

have been those who plied the oars with stronger, sturdier stroke, bending all their energies to the fulfillment of the impulse which bids them "go and do." *Do* their share in the world's work. Utter strongly and powerfully the tone that comes loudest and plainest to them.

"In the sweat of thy brow shalt thou eat thy bread" is true now in these days of the division of labor; and it is not a curse but a blessing.

The possession of the different faculties for labor argues the right and the necessity for the proper use of them. Every soul was made to grow, and can only grow from the exercise of its energies under happy conditions. There is an instinct of labor, and given the conditions the labor must be performed as under the direction of inevitable law. Given the stimulus to exertion, and the mind must grasp the means to attain the end.

In the beginning man's physical necessities led to this intense labor. In the childhood of every nation the struggle for mere physical existence leads first to the rudest exertion to supply the simplest wants. These satisfied, better conditions call for more elaborate surroundings and the rude hut grows to a more shapely dwelling place. The rough skins for the bodily covering give way to garments having some pretensions to grace and adornment. Food needs a higher state of perfection to be palatable. The products of the soil receive more careful attention. Outward relations becoming more harmonious, the finer instincts of the soul come into play. The strength and sense of power brought out by the exertion required to subdue the forces of nature brings also the greater mental strength. Had man found everything in the world ready-made, all the objects for the gratification of his wants already in existence, there would have come no such growth for the race as civilization now manifests. For the supplying these needs has led to the branching out into all the wonderful inventions of science and industry.

The soul, then, with this added strength, is led beyond what is merely physical and feels itself in communion with a power higher, that is *in* itself, and yet is not itself—the divine Spirit doing its work through human will and energy. The workers

in the world, no matter what the field of labor may be, toil irresistibly on, unmindful if the end be or be not clearly in view, if only some progress for humanity be the outcome. So, as Dr. Harris says, can each generation stand upon the shoulders of all the past, and avail itself of the works of the entire race.

In our own line of work, the much quoted Pestalozzi worked at the bricks and mortar that lay nearest at hand, not dreaming of the gigantic structure that might afterwards be reared on that foundation. Of Dr. Arnold it was said that he had a profound and most religious consciousness that work was the appointed calling of man, and the end for which his various faculties were given. Froebel sees the beginning of the race again in the childhood of each individual. He sees the activity of the first workers in the world, in their struggles for the wherewithal to live, reproduced in the little child digging in the sand. His life-work lay in directing into proper channels this instinct of industry in the child mind, and so preparing it for the grasp of the larger industry that should come to it in the maturer years. He would have this accompanied by attention to the great incentive to work—the desire for happiness—which is one great element in the world's progress.

A great deal of the happiness in life comes from the sense of accomplishment, the overcoming of obstacles. We see this from the case of the little child, happy with the completion of some building with his toy-blocks, to that of the man or woman who lives to see the fulfillment of some long toiled for project.

What *real* worker, or real teacher does not soon discover that often the only necessity to the quelling of the fretful, complaining spirit in a child, is the guidance of the aroused spirit into the pursuit of some object whereby it discovers that it can use its powers of activity with something to show for the time spent. "Something accomplished, something done"—some victory gained, has made man and woman and child happy.

The great art of education consists in knowing how to occupy every moment of life in well-directed and useful activity, in order that so far as possible nothing evil may find time to develop itself. Idle hands are apt to become mischievous hands. This

being true, and true education having in view the growing up in all things to our highest possibilities, it behooves us as teachers to consider well whether we do cultivate this desire and reverence for work, and lead happy activity into the proper channels to accomplish its end. Taking advantage of the flexibility and ready yielding of the youngest children, do we direct *their* activity so that we help them to lay up a store of strength? We can not all be Kindergarteners, but we can make part of the Kindergarten idea our own.

The idea that labor is its own reward in the strength and happiness it brings, does not belong to the Kindergarten alone. That man owes what of real good comes to him to his own *exertions*, will do to teach in our own schools, from the lowest primary to the high school. The idea that only through activity does the soul gain its freedom may be universal. The only difference is in the different methods used in making the smallest children so understand it that it should follow them to the end.

In our schools we have crowded many seemingly dissimilar elements. Side by side with the delicately featured child, one glance at whom reveals the inherited sensitive organism and cultured intellect, sits one who tells of the *present* severe struggle for mere physical existence; a glance almost sufficing to teach the one, what through day after day of patient toil can hardly be comprehended by the other—making one sympathize sometimes with the Chinese philosopher who said that if he taught a pupil one corner of a square, and his own mind could not furnish him with the other three, he wanted to have nothing more to do with him. But, no! both these children have the *instinct* of activity; for activity, intellectual and bodily, is a condition of all stages of progress.

Froebel says that education is deliverance—freedom of the fettered forces of body and mind. Then we must simply work the harder with the poor child who seems to be farthest away from this deliverance; that the instinct of activity may be so aroused that in time he will burst these fetters and take his part of the divine heritage. I hear you say, "What! with fifty-

six of these? and sometimes twice fifty-six? It *is* difficult, for our schools *are* too large, but still I say yes. How? By the use of this main-spring, that sometimes seems to move large wheels when often nothing else can: The seeking after the happiness that is found in "something accomplished, something done." Let this seemingly dull child once discover that he really can take part in the race; that what others have learned is for him too; that by patient striving he can accomplish part of the task that seemed so difficult. Let him once taste this happiness, and the change is almost marvelous. He comes very near to finding the other three corners of the Chinese philosopher's square. And better than that, he feels that he is not *without* the circle within which his more favored schoolmate had seemed to live and move and have his being.

The moral strength gained rounds off many sharp corners and rough edges, until the teacher wonders how she could have thought the child was disagreeable. This individual being then, only finds himself, and gains civilization by the same means as does the race; through labor and happiness in that labor. He finds himself to be one of the many by whom he is surrounded, and he discovers that he who does not react against externals has no individuality.

Allowing for the influence of the home, the church and society, we must still admit that to the school belongs the most potent influence for good that can be exerted on such cases as these; to the schools wherein the earnest teacher devotes her energies to this most difficult of tasks; to the school wherein the child finds happiness in labor, and gains in this little world strength and power to work harmoniously with others in the larger world. He learns that to those who have gone before he owes the duty of assimilating all that is fitting and proper for him, and by so living through their experience make his own life the stronger and better. He learns that trained, controlled activity becomes a strong power for good, while untrained and uncontrolled it is communism in the lesser world as in the greater. All this he learns while working to make the three R's his own, under the direction of the teacher who is gifted with what Froebel

calls the "holy fire of enthusiasm;" for without enthusiasm for one's work the dull routine of daily experience, the tame reality of things would weigh heavily upon our hands.

One of the saddest things I know of is that practiced by some who occupy the teacher's desk, dampening the ardor of those who are striving to see the beauty in working out principles, and are eagerly searching for the truth in their work. Some of those who are merely surface workers, and whose energies are spent on the cold bare routine, can not understand the enthusiasm, and say, "Oh, you will grow out of this by-and-by." There can be no growing out of this if the kernel is sought for and not the husk. No losing it if one wishes to climb up out of the valleys and attain the heights. No letting go of it if we are intent upon teaching that "life is exercise of power, and all adequate exertion is joy in existence."

Only this felt strongly can give the cheerful tone, the hopeful look, that are like the little dashes of gold we see everywhere in the fitting up of a room—now in the lines on the wall, now on the book, now in the framing of the pictures, giving beauty and brightness to much that might otherwise seem dull and heavy. So the joy in existence, the enthusiasm, seem like the gleams of the divine Spirit—the pure gold—which lighten the labor. It is the oil that serves to smooth the friction and obviate the jar in the journey through life. Working with this spirit gives a new view of life; a deeper consciousness of a relation in our work with things above and things about.

In this I would appeal particularly to the primary teachers; to the layers of the foundation stones, to see that they build securely; to see to it that "this harp of a thousand strings" on which we play be not jarred and put out of tune by misdirection and wrong handling. So that the youngest may learn to feel the harmony that exists in the right adjustment of relations. We must see to it that we make our work to be part of the great plan laid down for us to follow.

Mankind is prepared through the ages for the universal truths which are to appear, by one after another of the great spirits who pass across the stage and contribute their share—themselves

prepared by the participation in the world's joys and sorrows, and the peculiar fitness of their nature to the share in the universal which is to be borne by them. One by one each calls attention to the great need that the world has for this or that particular source of improvement, through which the race is to be benefited. All along the line of our own field of battle we hear ringing out, "Prepare well for *your* share in this advancement."

Not the least element of strength in this work in our day and land is the more thorough preparation that is being demanded. And yet I have been surprised at hearing from high quarters and in very civilized communities a great amount of caviling at normal schools and normal training. In the old days of seven years apprenticeship to a trade it was supposed that a great deal of injury would result to the craft if unqualified persons were allowed to practice the various mysteries connected with it. This refers, too, to dealings with dull, dead woods, metals, cloths. Taking this in what I would deem its lowest plane of thought, we know that an army contains only few who are well enough prepared to be leaders and higher officers generally. The great mass must work under orders from the leaders.

George Eliot said that "Few lives are shaped, few characters formed by the contemplation of definite consequences seen from a distance and made the goal of a continuous effort. Society is chiefly made up of human beings whose daily acts are all performed either in unreflecting obedience to custom and routine, or from immediate promptings to execute an immediate purpose." In ANY definite line of work must not the immediate purpose be known and understood? And must not the acts of custom and routine, of which there must needs be many in our school-room, be studied so that there shall not merely be an unreflecting obedience? He who wishes to teach how to work, must not only himself be able to work, but must also understand the spirit of the work to be done.

In the apprenticeship to the different trades we can see the beginner working at an appointed task so small as to seem almost useless, yet adapted to his capabilities at that period; the work

growing more and more difficult as the worker grows stronger, and he learns to see the connection between the different tasks assigned. Then, perceiving the underlying thought in the mechanism, work to the apprentice is no longer dull and lifeless, but imbued with spirit. Now, is *real work* performed, and the apprentice becomes fitted to do original thinking in his field of labor. If this sort of training is necessary for the trades and the other professions, I do not quite sympathise with that stage of progress which says it is not necessary for us.

Though the leaders may superintend well, it is still incumbent on the rank and file to be able to give no blind unthinking obedience, but an obedience that comes with a solid understanding of what it is to fit one's self to one's sphere. Only from this can come the calm restful obedience to law which is specially necessary to those working in a system. An outside smattering, a veneering, will not do it. And I hold that to be well fitted for this particular sphere, that besides the special training for the actual work, we need to study the value of obedience. "Whoever has no pleasure in looking up, is not fitted to look down." And I dare to say even in this land of the free, that we should inculcate more strongly the idea of reverence and obedience to those in authority. The American eagle, making such wonderful flights, seems sometimes to lead us too far; almost beyond what is fitting and proper. In our great haste to grasp the new we are apt to lose something that is worth retaining in the old. To my mind there was much that was beautiful in the old-fashioned habit of strict obedience in the home and school, and the expression of that obedience and respect. Well prepared teachers working with enthusiasm, and themselves obeying both the letter and the spirit of the law given to them, are apt to lead the child mind to the expression of the reverence which is so beautiful a part of its nature.

Reverence, that angel of the world doth make distinction of place 'twixt high and low. Mrs. Julia Ward Howe says, "Like the singers, Soprano, Tenor, Alto, and Bass, each of us has his place and his limitations." This is true, but now and then one voice is heard gliding into an upper scale, and taking a part

seemingly not intended for it, but fitting itself to it with so much of harmony that it seems to be its natural home. So, the teacher well equipped and harmoniously fitted to the place, can utter the tone that will inspire the reverence for all that is good and noble. We are accustomed, time after time, to hear that teaching is the noblest of all callings. We become tired of this laudation of one's own work. It is egotistic, we say. What then? I dreamed a dream wherein I saw the pulpits filled with ministers who believed that the pulpit was one of the principal means by which poor humanity was to be reached and the world saved. This thought had grown and spread so that only those people were in the pulpit who could make such a thing possible, and a marvelous power and strength emanated from that great source of influence. I saw, directing every printed paper, men and women who believed that the best of all must be put into *their* work because of the vast influence exercised through them upon the reading multitude. Physicians were trying to minister to minds diseased by strengthening the physical framework and devoting their energies to the elevation of the individual as though they thought the perfection of the race could be accomplished by that means only, and through their way of carrying out that idea. I saw the man of science sending the bright lanterns out into the darkness and searching steadily, steadily on for the forces which should make life stronger, better, and more and more worth the living; thinking, too, that in *this* direction surely lies the way and the life.

I heard the teachers glorying in the fact that to them belonged a large share of the task of so promoting the development of the race that the most harmonious results are reached in the proper adjustment of the harmonies of the world of humanity.

If all the work in the world could be done with this sort of egotism, purely carried out, we would surely be fulfilling the injunction of the Rabbis: "Labor for this life as if thou wert to live forever, and for the other as if thou wert to die to-morrow."

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Nothing can constitute good breeding that has not good nature for its foundation.—*Bulwer Lytton.*

## THE CIVILIZED RACES OF ANCIENT AMERICA.—II.

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A. H. ELLWOOD.

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## THEIR LOCATION AND ORIGIN.

**T**HE Western Continent consists of two nearly parallel Mountain Systems, tending generally north and south. Both these are deeply depressed in the centre of the continent, thereby flooding their bases and the valley between, forming, as a result, the West Indian Islands and the Gulf of Mexico; while the Western System, being higher, forms the Isthmus of Panama.

The Eastern or Appalachian System is but 3,000 feet in average height and comparatively narrow, while the Western or Cordilleras has an average height of near 10,000 feet, with wide and lofty valleys between its component ranges, valleys so elevated as to overtop the loftiest peaks of the Eastern System; and often hundreds of miles in width. In Mexico they extend from Ocean to Ocean, excepting only a narrow strip from 10 to 50 miles in width along the east coast. The greatest breadths are found in Peru in South America, and in Mexico and California in North America, *i. e.*, at from about 35° North to 35° South, thus embracing the latitudes of greatest heat.

The effect of this great altitude is to give to what would otherwise be a torrid region, a climate of perpetual spring—as temperate as Kentucky, but far more equable; just such a climate as is fitted to best develop the energies of mankind.

The Lowland System, formed by the low valleys of the great central rivers, together with the undulating slopes of the eastern mountain ranges, is far more variable in temperature, with more intense summer heats and more biting winter cold. Yet these valleys are unrivalled in fertility, and supports, by the natural products of the field and chase, a scattered population without other exertion than that of collecting their supplies.

The highlands have less rainfall than the eastern regions of corresponding latitude; enough, in most localities, for agriculture, yet not enough for a dense forest growth.

Therefore the temperate highlands present these features : A large area of excellent soil, ready cleared for cultivation, yet with ample and excellent timber at hand or of easy access, for all the purposes of civilized life ; a climate with sunshine predominating, yet with regular and sufficient rainfall, or with fields so situated as to be easily irrigated ; a temperature the most delightful known to man, below extreme summer heat, above excessive frost, cool enough to produce the priceless grains of the Temperate Zone, and with warm valleys near, growing in luxuriance all the luscious fruits of the tropics ; mountains and rivers filled with gold, silver, copper, and the flinty quartz and porphyry—all at hand and easily worked into the tools and ornaments of semi civilized life.

On the other hand the vast plains of the East presented a scene savagely repulsive—in wide extending forest waiting to be cleared by excessive toil ; fierce wild beasts to be overcome, mighty rivers to be spanned, and the extremes of heat and cold to be borne ere the riches of the virgin soil could be secured for the use of man.

Where, then, would reason bid us to look for the most dense population ? Manifestly in the eternal spring of the southwestern highlands ; in that region where, neither enervated by extreme heat, nor kept in constant warfare for life by battling with a frozen winter, man would have both energy and leisure to develop his intellect—to master the elements of nature and to unfold his mind toward that grand fountain of Intelligence who had created a land so wondrously beautiful.

Therefore here—gathered into an area about equal to that of the United States, or to  $\frac{1}{5}$  of the Continent, were massed nearly all of the civilization and  $\frac{1}{2}$  of the population of America.

In examining the civilized inhabitants of the western highlands we find marked differences in their physical organization as well as in their customs and civilization—differences which clearly point to a different origin.

Ethnologists have used two systems for the classification of mankind : 1st. The Structure of Language. and 2d, Their Physical Conformation. The first mentioned system plunges

the student of the American Races into hopeless confusion, for he finds among them some 450 distinct languages, beside dialects almost countless. Of all these but one bears special resemblance to any language now spoken elsewhere on the globe. This exception is the Ottomie, the tongue of a warlike race inhabiting the States of Guanahuato and Queretaro, to the north and northwest of the Valley of Mexico. This language has some resemblance to the Chinese. It is announced, however, that Prof. Campbell, of Montreal, has shown that the Aztec alphabet is nearly identical with that of the Hittites, who 1,000 B. C. occupied the country north and east of Palestine. They differed widely from surrounding peoples, and were, probably, a stray tribe from Eastern Asia, which had pushed westward among the Aryian tribes, as have the Huns and Turks of to-day.

The Peruvian, Bogotese, Maya and Aztec languages were the ones in general use throughout the populous portions of the continent, and were affiliated tongues belonging to what was called the Nahuatl Group; and it is further to be observed that whatever resemblance these tongues may bear to any other in existence, is to the Eastern Asiatic Group.

But by the last system of classification we find a clearly marked division which separates all the American tribes into two great, though very unequal classes; and we find these classes but little mingled geographically, and notably different in mental characteristics, customs and religions.

The classification of skulls is based upon the relation of length to breadth. Taking length as 100, if the breadth is less than 73 the skull is called *Dolico-cephalic* or Long-headed; if between 73 and 79 in breadth it is *Ortho-cephalic* or Medium; if more than 79 in breadth it becomes *Brachy-cephalic* or Short-headed.

In the long-headed class are found all the Aryan, or Japhetic races of the old world, *i. e.*, the Celtic, German and Latin nations of Europe; the Persian, Arabic and Hindoo of Asia; the Coptic, Moorish and Tuareck of North and West Africa, with the Guanches of the Canary Isles. That is, all the western portion of the Old World bordering the Atlantic and its tributary waters. In America this form of skull is found clearly marked in the

Algonquin, Iroquois, Athapascans, Dakotas, Cherokees and Catawbas of North America; the Caribs of the West Indies and the Guarani of Brazil. That is, the eastern part of the New World bordering upon the Atlantic and its tributaries.

It is to be observed that this race is found in both hemispheres and directly upon the coasts of the Atlantic and their neighboring islands. Its personal characteristics are, great independence and individuality, with physical vigor.

The short-head type predominates in East Asia; the Calmuck Tartars, the Chinese, Japanese and Koreans being members of this family, which is localized along the Pacific coast. In America the short-heads first appear as the "Mound-builders," and anciently covered all, or nearly all of the Continent; but at the discovery by Columbus were found in Hayti, a few on the lower Mississippi, but mostly congregated on the western highlands before described; these tribes, occupying the Pacific coast from the Alaskan peninsula to Terre del Fuego, and forming over  $\frac{1}{2}$  of the population of the Continent. The mental characteristics of this race are, a lack of individuality, leading them to ready obedience to a superior; intense religious fervor; great imitativeness, and great perseverance in apparently petty objects. These are all traits which eminently fitted them to forming densely populated communities, easily governed and readily controlled to the producing of such great works as the Mounds of the Ohio and Mississippi valleys, the great Wall of China and the magnificent Architecture of Mexico and Central America; while the freedom from restraint and intense individuality and self-esteem of the long-headed race would effectually check the arbitrary government necessary to the producing of such works. The above facts may be summarized as follows:

1. The Dolico-cephalic or long-heads occupied in each continent the lands facing the Atlantic, and in each continent those shores were the last occupied and the last civilized.

2. The Brachy-cephalic or short-heads occupied in each continent the shores of the Pacific, and in each continent those shores were the first occupied and contained the oldest civilization.

3. The great mass of the population of the Eastern Hemisphere is of the short-headed race, facing the Pacific.

4. The great mass of population in America was also short-headed and faced the Pacific.

5. No tribe of men has ever been discovered who did not possess some knowledge of navigation.

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### THE TONIC SOL-FA SYSTEM.

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To the Editor of the Journal:

THE above system, although now much talked about, is but little understood by the general public. A brief description of its character and purpose will doubtless be acceptable to your readers.

The Tonic Sol-fa System is a complete revolution in the method of studying vocal music. It is based upon the fact that while all musical instruments of man's make necessitate the studying of twelve different scales, God's perfect instrument, the human voice, knows but one scale, producing it at a higher or lower pitch, without the consciousness of any difference. There are no flats or sharps in the larynx of the singer, and to him all scales are "natural."

Tonic Sol-fa treats music as a language rather than an art; a simple language belonging to the human race as a whole, and not restricted to a favored few. The Staff treats the subject of music wholly from the instrumental side. Its complicated set of appliances, clefs, signatures, flats, sharps, naturals, etc., etc., are, one and all, contrivances to meet the imperfections of musical instruments. Hence, Tonic Sol-fa says, "Do not confuse the learners' mind with these perplexities. Lay them aside during the process of education and training. When the *music* that is behind them is understood their difficulties will vanish." The symbols adopted for this purpose are merely the well-known syllables *do, re, mi*, etc., using the initial letters as notes, as, for instance, in the first line of Martyn:

| m:-:m | m:-:d | r:-:r | r:-:r | m:-:m | s:-:f | m:-:r | r:-:r | d:-:r | r:-:r ||

It will be observed that the representation of time is as simple as that of the tones; duration being represented by *space*. The educational power of this natural method is almost beyond belief. It renders the study of music so simple and delightful that the learner wonders what has become of all the old-time difficulties. There is a general impression that this system is useful only to beginners. It does, indeed, meet their wants perfectly, but the full value and power of the method can not be realized till it is applied to the higher branches of study, as harmony, and the reading of the most difficult oratorio music. It is also supposed by many that Tonic Sol-fa is an enemy to the Staff notation. It is as much an enemy to the staff as a dictionary is to Shakespeare or a commentary to the Bible. It explains and simplifies it. No argument is needed in behalf of a system which thus opens the world of music to the masses of the people. What its adoption will mean for the development of popular music requires no explanation or illustration. It is interesting to remember in this connection, that the system originated, not with a professional musician, but with a clergyman—Rev. John Overman, of England—whose chief motive, in the thirty years of his extraordinary work, was the improvement of church music.

The new method is being taken up rapidly by teachers, schools and institutions throughout the country. An association has been formed in New York City for the purpose of spreading the movement, and especially to aid churches and communities in securing competent teachers.

The writer of this article is the President of the New York Tonic Sol fa Association, and will cheerfully answer the inquiries of those who may wish further information on the subject.

T. F. SEWARD, Orange, N. J.

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### HOW SPONGES ARE CAUGHT.

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**W**HEN a vessel arrives at the fishing-ground it is anchored, and the men in small boats proceed to look for sponges in the water below. The water is a beautiful light-blue color, and so clear a sixpence can easily be seen on the white, sandy

bottom in thirty-five to forty feet of water. Of course when there is no wind, and the surface of the water is still, the sponges are easily seen; but when a gentle breeze is blowing, a sea-glass is used. A sea-glass consists of a square pine box about twenty inches in length, a pane of glass about ten by twelve inches placed in one end, water-tight. To use it, the glass end is thrust into the water, and the face of the operator is placed close to the other. By this means the wave motions of the water are overcome, and the bottom is readily seen. Sponges, when seen on the bottom attached to rocks, look like a big black bunch. They are pulled off their natural beds by forked hooks, which are run down under the sponge, which is formed like the head of a cabbage, and the roots pulled from the rocks. When brought to the surface it is a mass of soft, glutinous stuff, which to the touch feels like soap or thick jelly. When a small boat load is obtained they are taken to the shore, where 'a crawl' is built in which they are placed to die, so that the jelly substance will readily separate from the firm fibre of the sponge. These crawls are built by sticking pices of brush into the sand out of the water large enough to contain the catch. It takes from five to six days for the insect to die, when the sponges are beaten with small sticks, and the black glutinous substance falls off, leaving the sponge, after a thorough washing, ready for market.

To the fishermen, generally, the occupation is not a lucrative one. I am told the wages will hardly average three dollars per week, besides board. There is but little diving for sponges, except for a particularly fine bunch which can not be gotten with the hook. The sponge is formed by small insects, and is the hive in which they live. Different qualities are found growing side by side, although in certain regions the finer and more valuable sponges are found. The most of the sponges are brought from Turkey. The finest ones are taken from the shores of Crete and Cypress.—*Ex.*

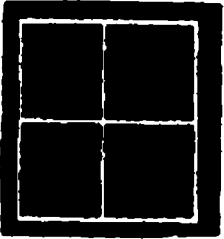
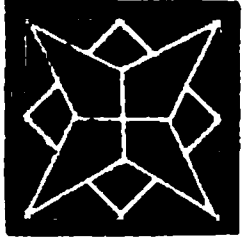
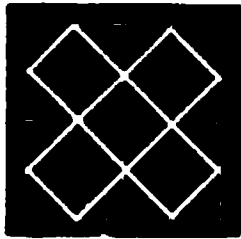
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As we must render an account of every idle word, so must we of every idle silence.—*Ambrose.*

## DRAWING.

JESSE H. BROWN.

LESSONS in teaching geometric forms and terms and in drawing from copy were given last month.

MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
Form.	Copy.	Memory.	Dictation.	Object.
		Lesson of Tuesday.		Greek Cross cut from paper.

Time—15 minutes a day.

*Wednesday's Lesson.*—Subject, Drawing from memory. Direct object, to recall the lesson of yesterday so as to draw the exercise given in that lesson without copy or assistance. General object, to develop mind by strengthening the memory and affording additional drill in applying what has been learned.

We will suppose that the figure drawn in Tuesday's lesson has remained on the board in front of the class. When all are ready a few questions are asked about the figure to give a review of the terms that have been learned and the proper order of drawing the exercise. It is particularly noticed that it is necessary to draw the diameters of the square, and that the semi-diameters are bisected; also what lines are finished.

A map, or something of the kind is hung over the figure, and the pupils required to draw it from memory in — minutes. In general no assistance should be given in a memory lesson. The teacher should, however, give special attention and encouragement to those pupils to whom the lesson is difficult or who may, for any reason, lack interest in the work. The expiration of the time assigned is promptly noted. The teacher views rapidly the work of all and gives her criticisms. The figure is then uncovered

and the pupils see for themselves whether they have it right or not. Those who did not get it exactly right should be required to make proper corrections.

Figures used as memory lessons should be very carefully selected, and should always possess some distinctive features. Historical and standard forms, such as appear frequently in all kinds of design, are suitable for such exercises.

*Thursday's Lesson.*—Subject, Drawing from dictation. In this form of instruction the pupil has no copy before him, nor does he know what he is to draw. He is required to follow the teacher's directions, step by step, and endeavor to translate her words into lines and forms. It requires the closest attention on the part of the pupil and very clear and accurate work by the teacher. The directions given would be something like the following:

“Draw a square. Quadrisect the upper side. Quadrisect all the other sides. Draw the vertical diameter. Draw the horizontal diameter. You now have four smaller squares. Find the upper left one of these squares. Do you see that the sides of it are all divided into two equal parts? Connect the points of division in the sides of this square so as to form a small square within it. Do the same in the upper right square. Also in the lower left square and in the lower right square. Finish all the lines except the diameters of the large square.”

The teacher, after noticing every slate, draws the exercise on the board in the order dictated, and has all corrections made.

It is presumed in this exercise that the dictation work has been faithfully done since the beginning. If not, it is probable that a number in the class will not be able to follow, without having the different steps illustrated. This should be done, however, only in the first lessons in dictation, and not then until the teacher is very sure that every pupil has made a reasonable effort to follow her verbal directions.

*Review.* — How many squares have we drawn in all? How many different positions are they in? How many triangles can you count? What is a triangle? Who can point to four oblique parallel lines? What are parallel lines? etc., etc. Now

we will see who can draw this figure again, better than before, in — minutes.

*Friday's Lesson.*—Subject, Drawing from Objects. The primary end in view in such an exercise, of course, is mental growth by training the eye to see form in things and the hand to represent these forms by lines. Pupils should frequently be led to see the connection between the conventional drawings that they make and actual things.

The objects presented should be very simple in form, as triangles, squares, crosses, etc., cut from bright paper or pasteboard, or the same forms constructed of sticks or wire. Books and slates of different proportions, and picture frames with cords forming different angles, are also good subjects. The main object is to lead the pupils to see what lines are necessary to represent the object in diagram, or flat outline, and to catch the proper proportion of length and width. It should therefore be something large enough for all to see, and should be placed or held so that it can be easily seen by all. The teacher can not be too careful to see that every pupil appreciates the object before him and gets his ideas from it, and that he does not simply draw something from his memory or his imagination.

Primary classes should never try to represent more than two dimensions of objects. The third dimension, involving distance and perspective, is entirely too difficult for young children.

Drawing, faithfully taught, from year to year, by some such method as is here presented, will soon take its place not only as a leading feature of every complete system of education, but also as a very effectual handmaiden to progress in many other branches of study and investigation.

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Human nature is so constituted that all see and judge better in the affairs of others than in their own.—*Terence.*

Every time we do a good act the Almighty cancels a coupon on our bonds.

Wolves may lose their teeth, but they never lose their nature.

The hog never looks up to him that throws down acorns.

## LANGUAGE VS. GRAMMAR.

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C. A. FYKE.

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**E**NGLISH Grammar is perhaps the most neglected of all the common school branches. And in many instances it is so poorly taught as to be almost useless to the pupil. While it is acknowledged by all to be one of the most needful studies in all the curriculum, yet it is not far from truth to say that it is not pursued by more than one-third of the pupils of the public schools of the State. The few who do undertake to pursue the study have it presented to them, in most cases, in the dry and unprofitable method of committing the text-book without any reference to the appreciation of the principles, (of course I do not refer to the city schools). The course of study, where there is one arranged, is so poorly planned that no place is given for language study and the pupil is left to develop a language of his own, assisted only by those with whom he associates at home and with his playmates, until he is about fourteen years of age, when he is induced, if possible, to commence the study of technical grammar. By this time he will have formed a language, whether proper or improper, that will follow him through life; and it is the height of folly to suppose that the committing of a grammar or the parsing of sentences for a few weeks each year, will correct these faults. In conversing with many teachers of high schools and by my own experience as a teacher, I have found that nine-tenths of the pupils who come to the high school from the country are deficient in language (not grammar). They will parse and analyze sentences as quickly, perhaps, as any of the others, but almost with the same breath with which they state a principle, they violate that principle in attempting to express themselves.

These facts stare us in the face wherever we go, and although the cause of the trouble is apparent to all thinking educators, but little is being done to remedy the evil, especially in the towns and country schools. Go into these schools and hear the senseless jumble of words that many teachers mistake for language

study, but which can never be of any value to the pupil and only consumes his time. It is no wonder that so many pupils dislike to study grammar and so few undertake it. *Grammar has no place in our district schools while other things remain as they are at present.* The time spent in the district school by a great majority, is so short that the long course of language study that should precede technical grammar could not be too thoroughly mastered; and to begin grammar without this drill is unphilosophical, if not useless.

Who would recommend that the study of mathematics should be delayed until the eighth year of school life, and then give the pupil Higher Arithmetic? Yet that is just what many of our schools are doing in the subject of grammar. It is true we have primary grammars, but they should never take the place of language lessons. Why should our country schools be so long in adopting the tried methods of our city schools? No city would tolerate a school following such absurd methods. Is it the fault of the teacher that a better state of things does not exist? Can they not, with the assistance of the county superintendent, devise a course of language study that will be more satisfactory than the present one?

It is to be hoped that a reform will be instituted that will give to language study the attention its importance demands; and the whole time of the pupil be not taken up with the subject of mathematics. Then the elegant solutions will not be shamefully marred by grammatical blunders and inelegant expressions.

BRYAN, O., March 18, '82.

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#### DAY-DREAMS.

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THE following lines are from a beautiful little poem read last June at the Alumni meeting of the Franklin High School, by Miss Alice M. Farley. The poem has real merit, as these verses will indicate.—[ED.]

But of all the beauteous visions,  
Which we cherish in our youth,  
Many more are lost in dreaming,  
Than are made to be the truth.

Yet, as apple-trees in spring-time,  
Guard all blooms with equal care,  
Knowing not which buds are barren,  
Or which blossoms fruit shall bear;

So we cherish all our day-dreams,  
Knowing not which be in vain;  
And, when one has passed fulfillment,  
We forget, and dream again.

But these visions, like the mem'ries  
Of the friends who've gone before,  
Though they cause us tears and sorrow,  
Seem to push ajar the door;

And to give us sometimes glimpses  
Of the things we hope to be,  
When our voyages are ended,  
And we've reached the unknown sea.

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#### FAULT-FINDING IN THE TEACHER.

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**T**HERE is no influence emanating from a teacher during recitation which so completely paralyzes the mind of the pupil as the practice of scolding or ceaseless fault finding, once so prevalent, but now rapidly disappearing from the public schools. The temptations to petulance and snappishness on the part of teachers are manifold, and at times almost irresistible. Lack of faithful preparation, of quickness of perception, of moderate reasoning power, of interest, of enthusiasm, of uninterrupted attention, of just appreciation of the object and advantage of recitations, are causes of irritation to be found in almost all classes. Those who possess but little love of the work of education, who regard neither the present happiness of children nor the future welfare of individuals and states, who, in short, work in the educational vineyard exclusively for dollars and cents, or because more congenial fields of labor are not immediately accessible to them, are peculiarly liable to infuse this kind of narcotic influence into all the intellectual exercises of the school.—*Exchange.*

## OFFICIAL DEPARTMENT.

## EXAMINATIONS FOR STATE CERTIFICATES.

Section 155 of the School Law of 1865 reads as follows :

"Said Board may grant State Certificates of Qualification to such teachers as may, upon a thorough and critical examination, be found to possess eminent scholarship and professional ability, and shall furnish satisfactory evidence of good moral character. They shall hold stated meetings, at which they shall examine all applicants, and those found to possess the qualifications herein above named, shall receive such certificate, signed by the President of the Board, and impressed with the seal thereof; and the said certificate shall entitle the holder to teach in any of the schools of the State without further examination, and shall also be valid during the lifetime of such holder, unless revoked by said Board. Each applicant for examination shall, on making application, pay to the Treasurer of the Board, five dollars as a fee."

The applicant shall present to the examiner, at the time of the examination, a full statement setting forth the name of the institution or institutions at which he has been educated, and the courses of study he has pursued and completed. He shall also furnish satisfactory evidence, by reference, certificate or otherwise, that he has taught, or supervised school work for at least seven years (of eight months each), of which two years shall have been in Indiana; that, during this period, he has maintained, and does still maintain, a good character; that he has attained high distinction as a successful educator, showing superior ability to instruct, and marked tact as a disciplinarian.

Applicants will be examined in the following branches :

*For Certificate of Second Grade.*—Reading, Writing, Orthography, Arithmetic, Grammar, Geography, including Physical Geography, United States History, Physiology, Elements of Algebra, Plane Geometry, Elements of Physics, Elements of Zoology, Elements of Botany, Constitution of United States, Moral Science, and the Science of Teaching.

*For Certificate of First Grade.*—In addition to the above named branches, Complete Algebra, Elements of Rhetoric, Solid Geometry, General History, English Literature, Elements of Chemistry, Latin, embracing four books of Cæsar's Commentaries, and four books of Virgil's *Æneid*, or their equivalents.

Notice is hereby given that, in accordance with the above plan, an examination of applicants for State Certificates will be held in the following places :

Indianapolis, by Supt. H. S. Tarbell; Evansville, by Supt. John Cooper; Ft. Wayne, by Supt. John S. Irwin; La Fayette, by Pres. E. E. White; New Albany, by Pres. Lemuel Moss; Terre Haute, by Pres. Geo. P. Brown.

The examination will begin at 9 o'clock A. M. Tuesday, June 20, 1882, at each of the above places, and continue through Wednesday and Thursday.

JOHN M. BLOSS,  
*Sup't Public Instruction.*

SCHOOL DISTRICT VOTERS.—*Q.* What persons have a right to vote at school meetings?

*A.* The school district is composed of those who were listed at the last enumeration and those who have since been attached to it for good cause, change, such as removal, etc. Therefore, it is my opinion that none have a right to vote at school meetings except those who were regularly listed in the district last April or May, and those who have since been attached by consent of the trustee. I fully agree with the decision of Attorney-general Buskirk in his ruling upon this subject. (See School Laws, edition of 1877. page 113.) I hold that persons who have no children of legal school age can not be attached to the school district, and hence they can not vote at school meetings.

TOWNSHIP TRUSTEES AS TEACHERS.—*Q.* Can one who holds the office of trustee teach in his own township?

*A.* No. The following reasons prevent him from so doing: 1. There is no legally constituted authority with whom he could contract. 2. Contract with himself would be void.

*Q.* Can he teach outside or in another township or county?

*A.* Yes. I know of no law or decision to prevent him from so doing.

Children sitting in a wrong or crooked position in school, press too much weight on one side of the vertebra, producing a risk of curvature of the spine, and a permanent weakness of the muscles that are put too much on the stretch. Too long sitting in any position will produce more or less the same evils, especially in weak children whose bones are not fully ossified.—*Ex.*

BURNED OUT.—The *Pennsylvania School Journal* was burned out January 25th, just as its February No. was ready to mail. The loss was about \$2,000. The February and March numbers were issued together.

## EDITORIAL.

Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

 DEATH OF HENRY W. LONGFELLOW.

It has been announced in every paper in the United States that the poet Longfellow is dead, but this is a mistake. He is not dead. Such men never die.

It is true that on April 24th Longfellow's body ceased to move among us, and that a few days thereafter it was conveyed to its "long home;" but Longfellow himself still lives. He lives in the hearts of English speaking people on both sides of the Atlantic. He will continue to live as the years pass on.

It is said of him that he never wrote a line that he could have wished recalled, even on his death-bed. His writings are generally such as appeal to the heart, and are pure, refining, elevating, and helpful.

The funeral of Longfellow in the parlor of the historic homestead on Brattle street, Cambridge, was attended by many persons famous in the literary world. Among them were Ralph Waldo Emerson, himself very feeble; Mr. Agassiz, brother of the naturalist; Professor Charles Elliott Norton, W. D. Howells, George William Curtis, the venerable Cyrus A. Bartol, Professor Bronson Alcott, Richard H. Dana, John G. Whittier, Mrs. Alexander Agassiz, Professor Luigi Monti, all the poet's friends, and several others prominent in political and literary life. The rest of the company comprised the Appletons, the Danas and the Longfellow's, relatives of the deceased. A plain black casket, devoid of all ornament, contained the earthly remains of Longfellow. The face bore a serene expression, showing little traces of the rapid sickness he had suffered. The services, which were short, were conducted by Rev. Samuel Longfellow, a brother of the deceased. The remains were laid away in the family vault in Mt. Auburn Cemetery. Memorial services were held in the evening in the chapel at Harvard College. The eulogy was pronounced by Professor C. C. Everett.

## GEMS OF THOUGHT.

The heights of great men reached and kept,  
 Were not attained by sudden flight,  
 But they, while their companions slept,  
 Were toiling upward in the night. [Longfellow.

Labor with what zeal we will,  
 Something still remains undone;  
 Something uncompleted still,  
 Waits the rising of the sun.—/b.

Whene'er a noble deed is wrought,  
 Whene'er is spoken a noble thought,  
 Our hearts in glad surprise,  
 To higher levels rise,—/b.

Man-like is it to fall into sin,  
 Fiend-like is it to dwell therein.  
 Christ-like is it for sin to grieve,  
 God-like is it all sin to leave.—/b.

Nothing useless is, or low;  
 Each thing in its place is best;  
 And what seems but idle show,  
 Strengthens and supports the rest.—/b.

A pound of pluck is worth a ton of luck.—Garfield.

The Sabbath is the golden clasp which binds together the volume of the week.—/b.

## THE VINCENNES UNIVERSITY LOTTERY.

Under an old charter Vincennes University was granted the privilege of raising a certain amount of money, for its support, by means of a "lottery." The deleterious effects of lotteries upon the morals of community are so pernicious that long since there were stringent laws enacted forbidding the carrying on of lotteries within the borders of the state, but these laws do not affect this special charter.

Recently the trustees of the University resurrected the old charter and have sold the right to run a lottery scheme to parties who are willing to engage in the nefarious business and divide the proceeds. The parties, under the protection of this charter, and for the avowed benefit of the University, have opened regular gambling dens in various parts of the state. Several of them are located in Indianapolis. They are doing more to demoralize the youth of Indianapolis than are five times their number of saloons. They are crowded day and night with boys and young men and colored people who are ready

to gamble away every "quarter" they can by any possibility secure.

So damnable are these University (?) influences that the state authorities should take the matter in hand at once, and try what virtue there is in legal prosecution.

How the trustees of the University, who profess to be respectable Christian men, can countenance, much less participate in such a scheme, is past comprehension. If they should secure the money for carrying on this school by highway robbery it would be a decided improvement, in a moral point of view. By the highway plan those robbed would, in all probability, be quite as able to lose the money as are those who are now robbed in these gambling dens; while there would be a decided advantage in the saving of time, self-respect, and character.

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### TALKIE, TALKIE. TALKIE, TALKIE.

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The following is such a splendid example of the teacher who keeps up a continuous fusilade of words, that I substitute it in place of an original article on "Too Much Talking."—[EDITOR.

#### A READING LESSON.

Number Ones may take their readers.  
 Turn! Together! What a noise!  
 Try again, and all be careful!  
 Please don't scuff your feet so, boys!  
 Stand! Well, *stand*, and not keep moving!  
 Pass! Step lightly; don't you know  
 Every time you cross the floor  
 You interrupt the schools below?  
 Open readers! What's the lesson?  
 You may tell me, Johnnie Dare.  
 Well, I'm waiting for an answer!  
 Don't you know, or don't you care?  
 Yes, that's right—I see you know it,  
 But another time, be quick!—  
 Front line step together closer! —  
*You* commence the lesson, Dick.  
 Stop! Well, Daisy, what's the matter?  
 Glad to have you criticise.  
 Right, the book *should* be held lower.  
 Where are all the others' eyes?  
 Dick, continue! Drop your right hand!  
 One's enough to hold the book.  
 If you sat up here where I do,  
 You could see how bad you look.

Stand up straight and read much louder ;  
 Emphasize the word *unite* :  
 Don't you see it's in italics ?  
 Read again, and get it right !  
 O no, no, not *that* way ! Listen !  
 Can *you* say it, Eddie Rea ?  
 Joe repeat it ! Nannie say it !  
 Charles try it ! *That's* the way !  
 Now begin the lesson over ;  
 Show some *life*, for pity's sake !  
 Read as if you *liked* to do it !—  
 Fred, you're only *half* awake—  
*You* may show them how to read it  
 Minnie Miller ;—Notice, please,  
 That *she* holds the book correctly,  
 Toes the mark, and reads with ease.  
 You might all do just as nicely—  
 Minnie is a girl who tries !—  
 What is that ! Who threw that spit-ball ?  
 Will the one that did it, *rise* ! !  
*Some* one threw it, that is certain,  
 And he may as well confess.  
*Jimmy Cronin ! I'm astonished !*  
 Well, you stay in this recess !  
 Read the second stanza, Katie.  
 Too much noise in Number Twos !—  
*No*, I say ! Don't interrupt !  
 I *told* you I should not excuse.  
 Now then Katie, read up lively ;  
 Make up time that's run to waste !  
 Speak the words much more distinctly ;  
 Your in almost *too great* haste.  
 That will do : now close your readers.  
 Next time you must *study* more.  
 Don't forget to walk on tip-toe  
 When you go across the floor.  
 Turn ! Be careful ! Pass !—Wait, Tommy,—  
*Lulu* goes before *you* do.  
 Sit ! Don't rattle pencils, children !  
 Thank the Lord, *that* class is through !

*Indianapolis.*

N. P. (NUMBER SIX)

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The Arkansas State Teacher's Association will be held at Hot  
 Springs, beginning June 20th.

MISCELLANY.

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STATE BOARD QUESTIONS FOR MARCH.

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**READING.—1.** What direction can you give for the cultivation of the voice? 10

2. What is cadence, and how does it differ from the falling inflection? 2 pts, 5 each.

3. What is a circumflex? 10

4. What is the difference between enunciation and pronunciation? 10

5. Give three characteristics of good reading, and state your method of securing each. 10

6. Read a brief prose selection; a poetic selection. 2 pts, 1 to 25 each.

**GEOGRAPHY.—1.** What is longitude, and from what meridians do we reckon it? 2 pts, 5 each.

2. What are the natural divisions of land? Why so called? 2 pts, 5 each.

3. What is Physical Geography? 10

4. How many distinct races of men are there? 10

5. Name the three longest rivers of South America. 3 pts, 3½ each.

6. Name and locate the five largest cities in the United States. 5 pts, 2 each.

7. Describe the plateau of the Andes. 10

8. *a.* Describe the surface and coast of Newfoundland. *b.* For what is it noted? a 6; b 4.

9. For what is the Bay of Fundy noted? 10

10. Where are capes May and Henlopen? Charles and Henry? 4 pts, 2½ each.

**ARITHMETIC.—1.** Upon what principle is the reduction of a fraction to its lowest term based? Illustrate. 5, 5.

2. The difference of time between St. Louis and a city east of it is 1 hr. 20 min. 24 sec. St. Louis is 90° 25' West long. What is the long. of the other city? proc. 5; ans. 5.

3. Knowing that the "five-cent nickle coin" is two centimeters in diameter, how would you construct a measure a decimeter in length? 10

4. What number multiplied by 3½ will give 3½ for a product? proc. 5; ans. 5.

5. Write the following in words: 203,003; 200,002; 70.00300; 400.0400; 800.07900. 5 pts, 2 each.

6. A trader sold two cows for \$25 each; on one he gained 20 per cent., on the other he lost 20 per cent. What per cent. did he gain or lose by the transaction? proc. 5; ans. 5.

7. A merchant in Indianapolis bought a bill of goods in New York amounting to \$7,200, and gave in payment his note in bank for 60 days at 6 per cent. How much did the goods cost him? proc. 5; ans. 5.

8. A grocer sold butter at  $\$ \frac{1}{2}$  per pound, and thereby gained 25 per cent. How much did it cost him? proc. 5; ans. 5.

9. What is the square root of  $\frac{64}{121}$ ? proc. 5; ans. 5.

10. A cylinder is 6 ft. in diameter and 8 ft. high. What is its capacity in cubic feet? proc. 5; ans. 5.

PHYSIOLOGY.—1. Describe the composition and structure of the bones. 10

2. Describe the structure of a muscle. 10

3. Of what use is fat in the body? 10

4. Why is fried food apt to be difficult of digestion? 10

5. Where in the alimentary canal does the absorption of the nutriment take place? 10

6. What is the distinguishing peculiarity of the fibrine? 10

7. What are the ingredients of pure air? 10

8. Locate and describe the semi-lunar valves of the heart. 10

9. What are the secretory organs? 10

10. What constitutes the cerebro spinal nervous system? 10

THEORY OF TEACHING.—1. When is the teacher amenable to the law of the state for punishing a pupil? 20

2. Show that the rules governing the school are not the creation of the teacher nor the school board. 20

3. How can a habit be formed? 20

4. Why are language and arithmetic the two most important subjects taught in the school? 20

5. What are the chief means by which the necessity of punishment may be prevented in a school? 20

PENMANSHIP.—1. What is meant by main slant? Connecting slant? 2 pts, 5 each.

2. What is the unit in measuring the height of letters? The width? 2 pts, 5 each.

3. What is the object of the study and practice of the principles, as such, when learning to write? 10

4. What is the height of *t*, *d*, and *p*? 10

5. Classify the small letters by writing them in groups. 4 pts, 2½ each.

NOTE.—Your writing, in answering the above questions, will be regarded as a specimen of your penmanship, to be marked 1-50.

GRAMMAR.—1. Decline the compound personal pronoun of the first person. 10

2. The dog *whom* you bought was stolen. Parse *whom*. 10

3. Write a sentence containing an infinitive used independently. 10

4. Write a sentence containing an abstract noun, a proper adjective, and a relative pronoun. 4 off for each error.

5. Analyze: All those things for which men plough, build, or sail, obey virtue 10

6. Punctuate and capitalize: A bigots' mind is like the pupil of the eye the more light you pour upon it the more it contracts. 20

7. Correct: Not only the boy skated, but he enjoyed it. John knows more, but does not talk as well as Mary. 2 pts, 5 each.

8. In composition writing, which should precede in the instruction of pupils, narration or description? Why? 10

9. What peculiar use of the verb *sells* in *Butter sells for forty cents*? 10

10. Correct: Whoever will swear falsely will be punished. We arrived safely. 2 pts, 5 each.

NOTE.—If a word to be parsed is wrongly used it should be corrected before parsing. Punctuation includes capitalization and spelling.

HISTORY —1. Define History. 10

2. Into what three political periods does United States History divide itself, and what is the chief characteristic of each? 3 pts, 4 off each.

3. a. What part of this country did the Dutch discover, and b. where did they first settle? a 5, b 5.

4. Give an account of the surrender of Yorktown, 1781. 10

5. What service did Steuben render this country in the Revolutionary War? 10

6. a. When Washington was first President, what two political parties were most prominent? b. To which party did Washington belong? a 6, b 4.

7. a. In what way was the Louisiana Territory acquired? b. From whom? a 7, b 3.

8. Write a sketch of Jefferson Davis. 10

9. Give the early history of Indiana. 10

10. What is Indiana's rank, in population, among the States of the Union? 10

NOTE.—No answer to exceed ten lines.

ORTHOGRAPHY.—1. Define a letter; a syllable. 2 pts, 5 each.

2. How do the letters and elementary sounds of the language compare in number? Why? 2 pts, 5 each.

3. How many sounds has *a*? Give an example of each, with its diacritical mark. 3 pts, 3½ each.

4. What is a compound word? Give two methods of writing compound words. 2 pts, 5 each.
5. Describe your method of teaching "oral spelling." 10
6. Spell ten words dictated by the superintendent. 5 each.

### ANSWERS TO STATE BOARD QUESTIONS FOR APRIL

ARITHMETIC.—1. No. The multiplication of any concrete number can produce only concrete numbers of a like character.

2. 5.4. Because the product is the result of multiplying together the multiplicand and the multiplier, and its division by either of these must yield the other.

3. 8 dekameters = 80 meters, and  
3 decimeters = .03 meters, and  
1 liter = .001 c. m.; the contents of the gasometer will therefore be  $80 \times 2 \times .3 \times 1000 = 48,000$ . Ans. 48,000 liters.

4. As \$9000. =  $\frac{3}{8}$  of  $\frac{2}{3}$ , or  $\frac{1}{4}$  of the value of the boat, that value will be  $\frac{4}{3}$  of 9000., which is \$22,500.

5. 802.0000040.

64.000300.

600.000006.

.00606.

24.3.

6. 1 cent is  $\frac{1}{100}$ , or .01, or 1% of one dollar, and a mill is  $\frac{1}{1000}$ , or .001, or 10% of one dollar; therefore 3 mills is .01% of 3 dollars.

7. As the interest for 1  $\frac{1}{2}$  years, or  $\frac{3}{2}$  of the principal, and 2 mos. and 3 days are  $\frac{63}{360}$ , or  $\frac{7}{40}$  of a year, the amount will be  $720 + 720 \times \frac{37}{40} = 720 + 6.66$ . Ans. \$726.66.

8. a. As \$3.— represents the original price of a yard and 20% additional, the original price will be  $\frac{4}{5}$  of \$3. = \$2.50. b. As the profit on each yard sold is 50 cts., I must to gain \$120. Sell as many yards as 50 cts. are contained times in \$120.—, which are 240. Ans. 240 yards.

9. As the number of men required must do the same work in 10 days that 6 men do in 30 days, the proportion will be 10 : 30 :: 6 : 18. Ans. 18 men.

10. The length of the edge of the required cube will be  $\sqrt[3]{24 \times 12 \times 8} = \sqrt[3]{2304} = 13.2 + \text{ft.}$ , as shown below:

$10^3 \times 3 = 300$	2.304   13.2 +
$10 \times 3 \times 3 = 90$	1.304
$3^2 = 9$	1.197
<hr style="width: 50px; margin: 0;"/>	<hr style="width: 50px; margin: 0;"/>
399	107.000
$130^3 \times 3 = 50700$	
$130 \times 2 \times 3 = 780$	
$2^2 = 4$	102.668
<hr style="width: 50px; margin: 0;"/>	<hr style="width: 50px; margin: 0;"/>
51484	4032

**ENMANSHIP.—1.** Use the board for constructing and illustrating the forms to be written. By its use, endeavor to convey to the mind of the pupil a clear conception of the form to be written. The forms and critical points of the principles should be well fixed in the mind: (1) By writing the forms correctly on the board; (2) by writing the opposite; (3) by comparison of correct with the incorrect forms, etc.

2. The fore-arm movement may be improved by practice on the *direct* and *indirect* ovals; capital letters; loops above the base line; loops below the base line; two or more short letters enclosed in an oval, etc.

3. The parts of the upper loop stem are elements third, fifth, fourth, and first. The parts of the lower loop stem are first, third, second, and fourth.

4. Left position, right position, right oblique, and front position are positions that may be assumed in writing. The right oblique is the position generally preferred by those who write most. As the habits of holding the pen, positions of the body, etc., soon become so fixed that it is difficult to change them, and as correctness and freedom of execution depend upon them, they are of great importance, and should receive the most careful attention. It is not only necessary to teach the correct position of the body, arms, hands, etc., but the teacher must insist upon their observance.

5. *Analysis.*—The parts of *p* are Elements III., I., and Third Principle. The parts of *q* are Element IV., Fourth Principle, and Elements I., II., IV.

**READING —1.** When a selection is read without inflections, it is said to be read in a monotone. Ordinarily this is a grave error in reading, as it takes expression and vivacity from the voice. It is sometimes properly used to emphasize a whole sentence, or to express solemnity or sublimity, the deep, intense monotone seeming to add force to the expression of the thought.

2. The distinction ordinarily made between Accent and Emphasis is, that accent is stress of voice upon a syllable in a word, emphasis stress of voice upon a word in a sentence. Emphasis, however, may change the accent as well as the inflection, and may be applied to a syllable, a word, a phrase, or an entire sentence. Examples: "There is a vast difference between *decency* and *indecentcy*." "Be we *men* and suffer such dishonor?" "*They strike! Hurrah! the fort has surrendered!*"

3. Ab'bot, demur', den'tal, concern', dis'putant, id'iosyn'crasy.

4. (See answer in March Journal to question 2).

5. "In slumbers of midnight || the sailor boy lay, ||

His hammock swung loose || at the sport of the wind." ||

ORTHOGRAPHY.—1. Vowels are pure tones; consonants are obstructed tones or mere breathings.

2. A letter is a mark or character used to represent a sound or a combination of sounds; an elementary sound is a distinct sound made by the organs of speech. A letter may represent several elementary sounds.

5. Primitive: *Dreary, break, laugh.* Derivative: *Hopeless, reform.*

GRAMMAR.—3. *To see Mary makes me wish to be always near her.*

6. Rome and Carthage were rival powers: this city in Africa and that in Europe; the one on the northern coast of the Mediterranean, the other on the southern.

8. 1. Having pupils try to write without thought. 2. Using unsuitable subjects. 3. Endeavoring to do too much. 4. Neglecting oral expression, confining the attention mostly to written forms. 5. Making the work one of memory rather than adjustment of thought and language.

ADDENDUM.—In the February No. of this Journal the word *whom* in the sentence, "Tell me whom you saw," was parsed as an interrogative pronoun. This parsing has been criticised by some, and the sentence declared to be equivalent to "Tell me the name of the person whom (that) you saw" in which *whom* is evidently a relative pronoun, having for its antecedent *name*. It is thought, further, that *whom* can not be an interrogative pronoun, because it stands in a declarative sentence, ended by a period.

There are two means of deciding such a question, authority and sense. Let us appeal to both.

Morris, in his Grammar, page 38, says: "The Relatives, with the exception of *that* and *as*, were once Interrogatives only. They are strictly so in all *indirect* questions; as 'Tell me *who* has hurt you.' 'Ask him *what* is going on.'"

S. S. Greene, Grammar, page 82: "When an interrogative sentence is quoted, and incorporated into another sentence, it loses much of its interrogative character; the interrogative pronoun becomes a connective, and, as the incorporated clause is an unanswered question, the pronoun refers to some person or thing both unknown and unmentioned. It may, therefore, be called an indefinite interrogative pronoun. Ex.—"I do not know *who* is concealed in the garden."

Harvey's Grammar, page 160: "Indefinite questions are asked by means of subordinate propositions; as, 'I do not know whose book that is.'"

That the class of the pronoun does not depend upon the terminal mark of the sentence can be seen from the following example: *What*

*boy did this?* Tell me *what boy did this*. In each of the sentences above *what* is evidently used in precisely the same construction, that is, as an interrogative adjective. It will not do to say that "Tell me what boy did this" is equivalent to "Tell me the name of the boy that did this," for this change replaces an adjective by a pronoun, and confuses matters in just the same manner as does the change of "Tell me whom you saw" into "Tell me the name of the person that you saw."

In all this the palpable differences between relative and interrogative pronouns are being overlooked.

A relative pronoun stands in an adjective clause; an interrogative, in a substantivative clause. A relative connects its clause to a substantive, which is its antecedent; an interrogative pronoun has no antecedent, but rather a subsequent, to be found in the answer to the question it asks, either directly or indirectly.

Let us take another illustration from the school-room. "Who whispered?" "I do not know who whispered." Evidently *who* in this last sentence has no definite antecedent, and it stands in a substantivative clause. This clause is really a repetition of the previous question, and is, hence, indirectly interrogative. The child addressed does not mean to say "I do not know the boy who whispered," for he doubtless knows every pupil in the room, though he may not know which one of them whispered.

"I know who whispered" and "I know the person who whispered" express two very different thoughts, which those confuse that call the first *who* a relative like the second, or consider the former sentence an abridged form of the latter.

Are there any that think *who* in "I wish to know *who* did this vile deed, but I do not wish to know *him* who did it," is used in the same construction in both clauses?

In "Tell me whom you saw," *whom you saw*, as a whole, is the object of the verb *tell*, and each word in the subordinate substantivative clause has its construction independently of any words in the principal clause.

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The *Northern Indiana School Journal* has again changed hands and dress. When the name of this paper was changed to "Northern Indiana School Journal" we were inclined to complain of infringement on the name "Indiana School Journal," but now we find the name of the editor and proprietor is changed to W. J. Bell, differing from our own only by the second initial letter. If this thing is to go on in this way I do not see how it will be possible, in the near future, for our friends to tell us or our papers apart, and we shall be lucky if we shall be able to tell "which is tother" ourselves.

## COUNTY SUPERINTENDENTS' MEETING.

At the call of the President, the Executive Committee of the County Superintendents' Association met and formulated the following programme:

ORGANIZATION—*Indianapolis, Tuesday, June 20, 1882, at 3 o'clock P. M.* 1. Call of the Counties. 2. Call of Committees and vacancies filled. 3. Miscellaneous. 4. Inaugural Address by President.

*Evening Session.*—Exercises to be determined.

WEDNESDAY MORNING, 9:30 A. M.—Roll Call and reading Minutes.

9:45 A. M.—Report of Committee on County Superintendents' Record. Discussion.

11 A. M.—Report of Committee on Township Institutes. Discussion.

2 P. M.—Report of Committee on Class and Grade Book. Discussion.

3:15 P. M.—Report of Committee on a System of Graduation from District Schools.

*Evening Session, 7 P. M.*—Unfinished Business.

THURSDAY MORNING.—Roll Call and reading Minutes. Report of Committee on Course of Study for the District Schools of Indiana. Discussion.

11:20 A. M.—Election of Officers.

1:30 P. M.—Report of Committee on Blanks for Reports. Miscellaneous. The following committees were appointed on the work assigned:

*County Supts.' Record*—Wm. H. Calkins, S. P. Neidigh, David M. Geeting, J. M. Wallace, O. P. McAuley.

*Graduation from District Schools*—Thomas Bagot, J. C. Macpherson, J. A. C. Dobson, Ziba Williams, W. W. Cheshier.

*Township Institutes*—Samuel Axtell, Thomas Harrison, Timothy Wilson, John H. Bobbit, E. E. White.

*Course of Study*—Alex. Goodwin, L. P. Harlan, Alex. J. Douglass, J. S. Gamble, John M. Bloss.

*Class and Grade Book*—W. H. Ernst, W. B. Chisler, Elisha Milam, J. A. Barnes, W. A. Bell.

*Blanks for Reports*—Cyrus Cline, Harvey B. Hill, A. W. Clancy, Daniel Lesley, T. W. Davidson.

The place of meeting will be the lecture room of Plymouth Congregational Church—near the Circle.

Headquarters at the Grand Hotel—\$2 per day.

It is earnestly requested that members of the various committees will take hold of the work assigned them in earnest, and come with work prepared.

We want every county represented. If your schools are practically graded and educationally a success, we need and expect the benefit of your presence and experience. But if your schools are without system and your work unsatisfactory, the educational interests of your county demand that you attend and make an application of the benefit derived.

Very truly,

J. M. McGEE,  
*President C. S. A. of Indiana.*

G. A. OSBORN, *Sec'y.*

*Bloomington, Ind., April 14, 1882.*

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### SOUTHERN INDIANA TEACHERS' ASSOCIATION.

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CONNERSVILLE, IND., March 29, 1882.

The Southern Indiana Teachers' Association assembled in the Opera House in this city, at 8 P. M., by D. E. Hunter, the retiring President, presiding.

After some very excellent music by Prof. Rippetoe and a choir of fifty voices, composed of the best musical talent in the city, the address of welcome was delivered by Mayor Roehl. It was full of encouraging words to teachers. D. E. Hunter responded in a very appropriate manner.

The President elect, J. R. Trisler, being absent, there was no inaugural address, and State Supt. John M. Bloss addressed the Association, taking as his subject, "Colchester of 1301 and Colchester of to-day." The audience was well entertained.

THURSDAY MORNING.—The Association met at 8:30 A. M., with Mr. Hunter in the chair. Music by the pupils of the High School. L. P. Harlan, Supt. of Marion county, was selected Recording Secretary *pro tem.*, and J. S. Gamble Railroad Secretary, and C. D. Bogart Permanent Secretary and Treasurer.

After a few announcements, T. J. Charlton, Supt. of the Plainfield Reform School, spoke upon a "Teacher's Recollections of 'Sherman's March to the Sea.'" He briefly sketched the condition and situation of Sherman's army, and outlined the plans of both the Union and Confederate armies, tracing the line of march taken by Sherman's army, pictured the incidents, hardships, trials and privations of the memorable campaign. Mr. Charlton is a pleasant speaker, his descriptions were vivid and entertaining, and he captivated his audience at the start and held it to the end. His address was loudly applauded.

George P. Brown, President of the State Normal School, read a paper on the "Relation of Schools to Society and Business Life."

He made the following points: Man is by nature a social being. He is instructively a society-forming individual—*uno homo, nullus homo*—one man is no man. The school is coordinate with and supplementary to the family. It is preparatory to the church. Nothing of party or creed can be taught in schools that is obnoxious to parents. He sketched at length the duty of the schools in training the youth of the country for the requirements of business and society. He demolished the idea of King Aegesilaus, "teach the boy those things which he will practice when he becomes a man." His paper was replete with sound ideas, and was well received by the teachers.

J. H. Martin, Supt. of the Madison schools, discussed the paper at some length. His statement that he would rather trust his children to an intelligent, moral, large-souled teacher in the public schools for moral training than to leave them in charge of the Sunday-school which is taught by a narrow-minded holy individual who cries out against the "Godless schools," received a good share of applause. His speech was a good one.

C. D. Bogart, Supt. of the North Vernon schools, read a paper on "Aim and Effort." The paper was well written and well received.

The afternoon session was opened by the rendition of some very fine music by the Connersville choir.

Thomas Bagot, Supt. of Ripley county, read a paper on "The Needs of our Country Schools." This was discussed with considerable interest by H. B. Hill, J. M. Wallace, L. P. Harlan, J. W. Stout, W. A. Bell, State Supt. Bloss, and George P. Brown.

Charles F. Coffin read a very able paper on "The Scholar in a Republic." Timothy Wilson spoke briefly and well on the paper. It merited and received a fair share of applause.

L. S. Thompson, Professor of Drawing in Purdue University, gave an excellent exercise in Drawing; showing how it may be taught in the country schools. He maintained that it was exceedingly practical, and answered the objection urged against drawing. It was discussed by the Association at some length, and provoked a great degree of interest. Adjourned.

At night Hon. W. I. Marshall, of Fitchburg, Mass., delivered a very entertaining lecture on "An Evening in Wonderland," illustrated by dissolving views. Some four hundred and fifty people attended and enjoyed this rich treat.

FRIDAY MORNING.—The Committee on the Nomination of Officers for the Association for the ensuing year reported as follows:

*President*—H. B. Hill, Supt. of Dearborn county.

*Vice Presidents*—J. S. Gamble, Supt. of Fayette county; J. H. Martin, Supt. of the Madison schools; R. C. Duncan, Prin. Oakland City schools; Libbie Shindler, Orleans; J. A. Wood, Prin. of Salem schools.

*Secretary*—J. A. Woodburn, Prin. Bloomington High School.

*Executive Committee*—D Eckley Hunter, chairman; R. A. Townsend, A. C. Goodwin, J. M. Wallace, H. T. Pickel. Adopted.

The first paper of the day was "How Much and Why?" by M. A. Mess, Supt. Franklin county. Mr. Mess handled his subject well, and showed up some of the faults of school management and instruction in an interesting manner. The paper was well written and attracted close attention. J. L. Shauck, Supt. of Rush county, opened the discussion of the paper in a few well directed remarks on how much we shall pay teachers and how much stress should be placed on the length of a teacher's certificate.

The subject, "The Work of Frœbel;" was next taken up. Mrs. McRae being absent, W. A. Bell gave an entertaining off-hand talk on the subject.

A paper on "The Dangers to our Common School System" was read by J. B. Blount, Rush county, and elicited the attention of all. R. W. Wood, Supt. of the Milton schools, discussed the paper by calling attention to its important points.

Miss MacAvoy, of Mount Adams, Cincinnati, gave a very interesting lecture on "The English Language, and How to Teach it to Children."

State Supt. Bloss made some remarks on the importance of a knowledge of the school laws, especially in regard to transfers.

The afternoon session was opened by music by the choir, followed by State Supt. Bloss, who pointed out in a clear, comprehensive style, "The Essential Elements of a Teacher's Success." Those practical remarks can scarcely be forgotten by the teachers present, and few there are who could not be greatly benefited by listening to this, one of the best productions of the Association.

"Behind the Screen," a paper by Maggie Gamble, of the primary department of the Connersville schools, was ably handled. The experience of a teacher with primary pupils was vividly pictured, and the work of the first grade set forth in good words. Messrs. C. T. Bogart and M. A. Mess made some practical remarks on the subject.

After the "Soldiers' Chorus" was sung by the choir, a paper on "Garfield as an Educator," was read by Amzi Atwater, Professor of Latin in the State University. The reader confined himself chiefly to the period of the late President's work between twenty and thirty years of age, and brought before the audience his traits as a classroom worker, his happy faculty of drawing out of the students the original opinions, formed from the preparation in the text-book. He then touched upon Mr. Garfield's work in favor of education while in Congress, prominent among which were the erection of the Bureau of Education, the establishment of Post-Schools for the education of

soldiers' children. Prof. Atwater's address was much applauded and left a deep impression on the audience.

On motion of Supt. J. S. Gamble, a vote of thanks was tendered Mr. Atwater for his able address.

On motion, a vote of thanks was returned the choir under Supt. Rippetoe for the excellent music furnished the Association.

This meeting of the Association was said, by those who had attended all its sessions, to be the largest and most enthusiastic ever held.

It was decided by the Association to hold the next meeting at Washington, Daviess county, the first Wednesday in April, 1883.

At night full three hundred people listened to another interesting illustrated lecture on the subject of "Utah and the Mormon Question" by Hon. W. I. Marshall. Both of Mr. Marshall's lectures were highly appreciated by the Association.

The entire receipts of the Association were \$160.15; expenditures \$151.80, leaving a balance in the treasury of \$8.35.

SECRETARY.

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### PROTECTING THE INDIANS.

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Hon. B. C. Hobbs returned from Washington, recently, where he had been for two weeks engaged in adjusting the controversy between the United States and the Cherokee Indians. These Indians live in western North Carolina and eastern Tennessee. Several years ago this Nation divided, one-half going to Indian Territory, the other half remaining in North Carolina and Tennessee. By the treaty these Indians were given 80,000 acres of land lying at the foot of the Alleghany Mountains in these two States, and in consideration of certain other rights which they relinquished, were to be paid a certain amount of money, which has been reduced to \$40,000 and bonded for educational purposes. On these lands the whites have settled, having obtained possession by title from North Carolina. A year ago a commission was appointed to determine the question of title, which was decided in favor of the Indians, the courts sustaining the decision of the commission. The question now is how the Indians are to enforce their rights. Prof. Hobbs ascertained while in Washington that the Commissioner of Indian Affairs was made ex-officio trustee of the trust under the treaty. The Commissioner has promised to see that the rights of these Indians are enforced and protected, and the trespassers expelled. By the treaty this half of the Cherokee Nation were to have one-seventh of the proceeds of all sales of land made by the other half in the Indian Territory reservation.

There is due them from such sales near one million dollars, and they have instituted suit for it in the United States Courts. Prof.

Hobbs said many of these Indians are intelligent men, and one-fourth are civilized, the remainder having very little education. The tribe numbers near two thousand. Joseph Smith, their chief, is a shrewd man, who understands his rights and is capable of taking care of his people, and he only needs such assistance as will enable him to have his claims enforced at Washington. This work Prof. Hobbs is undertaking for Western and North Carolina Yearly Meetings of Friends, which are engaged jointly in this matter. These two churches have established already several schools among these Indians, and Prof. Hobbs thinks, with the assistance of the Commissioner of Indian Affairs, Mr. Price, he will be able to restore the rights under the treaty to which these Indians are entitled.

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### ISLAND PARK ASSEMBLY.

A beautiful little island in Sylvan Lake, at Rome City, Ind., about 35 miles from Fort Wayne, is the location of Island Park Assembly. The coming will be the third or fourth year of its existence, and its success is assured. It is very properly called the Chautauqua of Indiana. The object of the institution is to unite pleasure with entertainment and instruction. The climate is excellent, the water pure, the accommodations ample, the facilities for boating and bathing abundant, the character of the persons who are to have charge of the various departments such as to command respect and insure the highest degree of efficiency, and the prices moderate.

The Departments are: 1. Temperance and Reform Congress; 2. Secular Teachers' Congress; 3. Musical College; 4. Pastors' Institute; 5. School of Languages; 6. Sunday-School Assembly; 7. Public Lecture, Sermon or Concert, three times a day during the session.

The session opens June 30th and closes July 21st.

For detailed particulars address Rev. A. H. Gillet, Kalamazoo, Michigan.

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COMMISSIONED HIGH SCHOOLS—The following is a complete list of the High Schools which have been commissioned by the State Board of Education, to send graduates to the State University without examination.

Bloomington, Columbus, Connersville, Goshen, Franklin, Greenfield, Greensburg, Indianapolis, Kokomo, Lawrenceburg, Logansport, Muncie, Terre Haute, Valparaiso, Vincennes, Brookville, Carthage, Knightstown, Mitchell, Peru, Union City, Washington, Winchester, Worthington, Evansville, Anderson, Kendallville, Edinburg, Madison, Sullivan, Cambridge City, Vevay.

## SUPERINTENDENTS AT WASHINGTON.

The meeting of the Superintendents' Department of the National Educational Association was held at Washington, April 23d and 24th. Nearly one hundred, State, City, and County Superintendents, together with a number of prominent educational men not included in these classes, were present. Many excellent papers were read, and the discussions were of great value. The question that seemed to take the most prominence was the one of "National Aid for Educational Purposes." The sentiment was strongly in favor of such aid, there being some difference of opinion as to the amount, method of distribution, etc.

State Sup't Bloss and ex-State Sup't Smart represented Indiana in the Convention.

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A MAMMOTH'S TOOTH.—Peter H. Wright, Supt. of the Marion county poor farm, has presented the State Geological Museum with the molar tooth of the American elephant or mammoth, found on the farm last year. It weighs eight pounds, and is in a good state of preservation. "It carries the mind back," says Professor Collet, "to the time when tropical forests covered Indiana, crowded with the giant beasts now belonging to Africa and South America." The bones of forty-two of these mammoths, Professor Collet says, have been found in Indiana.

GENERAL GARFIELD was the 12th Presidents who was college educated. Washington, Jackson, Van Buren, Harrison, Taylor, Fillmore, Lincoln and Johnson, never went to college. Grant was educated at West Point, the two Adamses at Harvard, Jefferson, Monroe and Tyler at William and Mary's College, Madison at Princeton, Polk at the University of North Carolina, Pierce at Bowdoin, Buchanan at Dickinson, Hayes at Kenyon, and Garfield at Williams.

The *Detroit Evening News* has for six summers past arranged pleasure excursions from Detroit to the sea-board, *via* Niagara, St. Lawrence, the Thousand Islands, Montreal, Quebec, the White Mountains, Portland, etc. Three excursions have been planned for the coming season, starting, respectively, July 5th, 11th, and 27th. All questions answered by the *News*.

The addresses and other proceedings of the Indiana College Association for the fourth annual meeting, held in Indianapolis, Dec. 26 and 27, 1881, have been printed in pamphlet form. The papers and discussions were more than ordinarily interesting, and the pamphlet is richly worth reading and preserving.

Express in figures  $56\frac{1}{4}$  ten-thousandths. Who will answer?

More than thirty persons have entered the "Review Course" in Purdue University this term.

Hagerstown high school held its second commencement April 21st. Eight graduates—4 boys, 4 girls.

The National Educational Association will be held this year at Saratoga Springs, N. Y., beginning July 11th.

The report of the Muncie schools for 1882 is gotten up in remarkably good taste. F. M. Allen is superintendent.

The fourth annual meeting of the Dubois County Teachers' Association will be held at Huntiburg, May 11th, 12th, 13th.

VIGO COUNTRY.—J. H. Allen, the superintendent, has embodied in his manual some valuable suggestions under the head, "Methods of Instruction."

Central Indiana Normal, at Ladoga, sends out its sixth annual announcement. It shows a good attendance, increasing interest and thorough work.

CARROLL COUNTY.—The teachers' reunion held at Delphi, March 3d and 4th, was largely attended, and was a most profitable and interesting occasion.

Most of the readers of the Journal will be interested in the article in this Journal which explains the Tonic Sol-Fa System in music. Other articles will follow this.

HENDRICKS COUNTY.—Supt. J. A. C. Dobson publishes in his manual, in addition to the usual matter, the names, addresses, and grade of license of his teachers.

T. D. Tharp and G. A. Osborn will open a summer normal at Marion for a term of seven weeks, beginning July 10th. The Grant county institute will be held August 28th.

SPENCER COUNTY.—The manual for Spencer county is one of the neatest we have seen. It contains valuable information in regard to the schools. John Wytttenbach is the superintendent.

TERRE HAUTE.—The eighteenth annual report of the Terre Haute schools. W. H. Wiley, Supt., confirms the general report, viz.: that these schools are well in hand and doing good work.

In the last Journal Mr. L. D. Hankins takes exception to the solution of problem 9, used in the December questions. The apparent discrepancy between Mr. Hankins' solution and the one given in the March Journal arises from the fact that Mr. H. calculates *bank* discount, while the March solution calculates *true* discount. \*

The Posey county normal opened for a term of nine weeks, April 17th, at Mt. Vernon. It is under the control of county superintendent Kilroy, assisted by J. M. Wiseman, B. T. Wharton, and Eliza R. Thomas.

W. E. Netherton, Sup't of Pulaski county, has arranged to hold a series of normals at different points in his county: one at Francesville, beginning April 11th; one at Medaryville, beginning May 23d; one at Winamac, beginning August 1st.

April 21st was the 100th anniversary of Frederick Froeble's birthday, and it was celebrated throughout the world wherever there is a Kindergarten. In Indianapolis the five Kindergartens united and gave an entertainment that was delightful.

GOSHEN.—The spring term of the Goshen schools closed with a public examination and exhibition March 20-3. All reports of these schools are quite favorable. A. Blount continues to superintend them. There are eighteen teachers connected with the schools.

S. H. White, for many years president of the Normal School at Peoria, Ill., an educator of national reputation, died at his home in Iowa not long since. Mr. White was president of the National Educational Association the year it met at Detroit. To know him was to respect and admire him.

EDITOR JOURNAL:—I notice in the February Journal that Mr. Meeks takes exception to the statement that Illinois produces more lead than any other state in the Union, citing Harpers' School Geography as authority.

If Mr. M. will consult the last Census Report he will ascertain that Nevada is no longer first, in either lead or silver.

COMPLIMENTARY.—R. B. Hunter, a leading teacher of Cowley county, Kansas, writes the following:

*Dear Sir:*—It is only justice to you that I should say that in my opinion the Indiana School Journal is the best publication of this kind I have ever read. The article in the April number on "The Treatment of Bad Boys" is worth a whole year's subscription.

*Notes and Queries* is the name of a little monthly paper published by the late W. D. Henkle, and it contains more recondite, unusual educational information than can be found any where else in the same space. Mr. Henkle was a perfect encyclopedia of information on all abstruse, out-of-the-way knowledge. He has left much of this in this little paper.

The above is preliminary to saying that a few volumes of "Notes and Queries" are for sale by Mrs. Henkle. Address her at Salem, Ohio.

## PERSONAL.

A. L. Lamport still holds the fort at Waterloo.

W. H. Munson, of Michigan, has just begun teaching in the La Grange high school.

J. E. Wiley has been tendered the Greenwood schools another year at advanced wages.

S. A. Chambers, formerly a teacher in this state, is now superintendent of the Henderson (Ky.) schools.

— Harrison, now principal of the High School, is to be superintendent of the Auburn school next year.

J. Fraise Richards, well known as a normal school teacher in Ohio, is now teaching in the Mitchell Normal School.

F. M. Westhafer, principal of the Dover Hill Academy, has gone to Woodstock, Iowa, to take charge of the schools there.

A. P. Allen, formerly of this state, now principal of the Hillsboro, Ills., schools, will hold a normal at Hillsboro, beginning July 18th.

W. E. Lugenebeel has been promoted to the principalship of the Mitchell Normal School. Mr. Lugenebeel is a wide-awake, energetic teacher.

W. W. Cheshire, of Crown Point, has resigned the superintendency of Lake county and accepted a position in the pension office at that place.

W. F. Harper, late principal of the Mitchell Normal School, has given up the profession of teaching, and is now preaching to a Baptist church at Wichita, Kansas.

H. N. Short, former Sup't of Morgan county, now of Fredonia, Kansas, intends removing to Colorado to engage in the school work. Mr. Short is an able and faithful teacher.

C. H. Wood has resigned his charge of the Valley City school, and has entered the Normal School at Lebanon, Ohio, to take a course. A. M. Newman, of Galena, O., is his successor.

J. P. Wickersham, for many years Sup't of Public Instruction of Pennsylvania, has just been nominated by the President *charge d'affaires* to Denmark. No better selection could have been made. *confirmed  
Nov. 1, 1888  
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Allen Moore, late one of the leading teachers of Huntington Co., but now located at Stanberry, Mo., reports himself happy and prosperous in his new position. May his new friends be as true and as numerous as those he left in his Hoosier home.

J. H. Smart has been engaged to go to the State of Georgia to conduct three state institutes in the month of August, and will receive his pay from the Peabody fund. As stated in a previous number, Mr. Smart attended a state institute of superintendents in West Virginia last December; he did his work so well that he has been recalled to attend another meeting to be held in June.

Edward E. Smith, B. A., B. S., Principal of the Purdue University Academy, was born in Kentucky in 1848. He was educated at Center College, at Danville, and in the Classical and Scientific Colleges of Kentucky University, where he graduated. Professor Smith has had fifteen years' experience as a teacher, five years in his present position. He has contributed many valuable articles to this Journal. He is regarded as one of the coming young men of the state.

Henry W. Jameson, formerly a member of the firm of G. I. Jones & Co., St. Louis, has become the general *manager* of a new house, the American School Book Company, successors to the educational department of G. I. Jones & Co. The new firm take all of Jones' school books, including Seymour's Arithmetic, Vickroy's Grammars, Hotze's Physics and Physiology, Jameson's Rhetoric and Elocution, Morgan's Literature, etc. Mr. Jameson is a gentleman, and deserves success.

Charles Robert Darwin, the world-renowned scientist, died in London, England, April 20th, in the 73d year of his age.

While Professor Darwin was a great scientist in many departments, his chief field was biology. He is chiefly known outside of scientific circles as the author of the theory that man is developed from a lower order of animal life. He has published many books, but the one that made him noted was the one entitled "Origin of Species by means of Natural Selection," published in 1859. All his works bear the impress of thorough research and conclusions, based on the most accurate experiments and investigations.

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

Bostonite or Canadian fiber is the name given to a beautiful variety of asbestos from Canada, from which is felted a light, soft and white flexible fabric; it is made into sheets which are unctuous to the touch. Asbestos, from the Greek word meaning metestroebles, is a variety of bornblende and pyroxene, occurring in long, delicate, white fibers or masses. It was formerly used as shrouds for the dead, and has been recommended for firemen's clothes. It is abun-

dant in ledges on the James River and in the Southern Alleghanies. It is used for packing safes, for fire-proof roofing, covering steam-pipes, for lamp wicks, filters, and the like. It is not affected by ordinary acids or by heat. It is variously known as mountain wool and leather. It was known to the ancients, and was used by the priests in their juggleries.

*Oleum gossypii*, cotton seed oil, is derived from the seeds of the cotton plant, *gossypium herbaceum*, which yields by pressure from 30 to 40 per cent. of oil. It is red-brown when crude, but is bleached to a yellowish color by alkali and sulphuric acid. It congeals below 32° F.; the odor and taste mild and nutty. It is composed of olein and polmitin oil, is now largely used in cooking, and as a substitute for olive oil. It does not burn readily, is easily digested, and to most it is more palatable than lard or suet.

The voyage of the Vega to the north coast of the Old World has corroborated the fact, long known to savants, that vast amounts of cosmic dust, equal to half a million tons annually, fall from the interstellar spaces to the earth. This dust is gathered from the newly fallen snow of the Polar regions, where it could not have come from the inhabited regions of the earth.

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## BOOK TABLE.

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The *Christian Union* will publish during the next three months a series of striking articles, entitled "How to Succeed." Among the contributors to these papers will be Senator George F. Edmunds, who will write upon Success in Public Life; Rev. John Hall, D. D., representing the Ministry; Dr. Willard Parker, Medicine; Thomas A. Edison, Mechanics; W. Hamilton Gibson, Art; General William Sooy Smith, Engineering; Commissioner George B. Loring, Agriculture, and Dr. Leopold Damrosch, Music. The series was begun in The Christian Union for April 13th, with a paper by Hon. Thomas F. Bayard on Success in Public Life.

There is no better non-sectarian, Christian, family newspaper published in this country than the Christian Union.

*European Breezes.* By Margery Deane (Marie J. Pitman). Boston: Lee & Shepard.

The writer says that when she started for Europe she made a solemn vow not to write a book about it. We are glad she did not keep her vow, and feel quite sure the American reading public will be none the worse for a woman's views of Europe, particularly when she comes back and says, "Happy is he who lives in the grand reality of the New World." Miss Deane's travels took her to the Danube and to Hungary. These are localities less often visited by the tourist, and therefore must make the book more attractive. She writes of what she saw and experienced in a fresh, novel style. There are no long descriptions of old cathedrals and castles, but there are recorded here the little events considered by most writers

too insignificant for the public notice, but which nevertheless, as told by Miss Deane, are very enjoyable.

*Memories of Old Friends.* By Caroline Fox. Philadelphia: J. B. Lippincott & Co.

Caroline Fox, a young Quaker girl, commenced in her 16th year a diary, which is now for the first time given to the public. The diary extends from 1835 to 1871, the year of her death. It has been arranged and put in its present shape by Horace N Pym. This diary is of great interest, because Miss Fox came into close contact for many years with the learned men and women of England, as well as with those who were at the time making England their home. We find here, therefore, pictures of persons and places that are new, thoughts of the great authors and scientists living between 1840 and 1870 given in these pages for the first time. John Stuart Mill was a friend of Miss Fox and her family; the Carlyles always were glad to have her with them; and John Sterling made a home with the Fox family for a while. This delightful society, which she so thoroughly appreciated and enjoyed, is now to be shared by the public, and we feel quite sure that the general reader will be thankful to Miss Fox, whose appreciation was such that these men deemed her a worthy listener for some of their best thoughts, as well as for her industry in preserving the ways and words of the intellectual society in which she mingled.

*Scribner's Geographical Reader and Primer with Primary Lessons.* New York: Charles Scribner's Sons. O. S. Cook, Chicago, Western Agent.

This little work consists of a series of journeys round the world, based upon Guyot's "Introduction." It is divided into two parts. Part II. is a primer of lessons, which reviews the principal geographical facts in Part I., and placing the matter in a form more nearly approaching an ordinary primary geography. The map exercises and review questions are most excellent.

"Guyot's Introduction," upon which the book is founded, is one of the best primary geographies ever published—in fact it is doubtful whether its equal has yet been published, when in the hands of a skillful teacher—but it is not an easy book to teach. The second part of this book is an attempt to remedy this defect and relieve the teacher of much difficult, yet useful work. The effort seems to be a complete success.

The best results of thought and experience on the part of the most earnest and practical educators, on the subject of primary geography, are embodied in this "Geographical Reader."

*The Atlantic Monthly*, one of the oldest and best magazines published in this country, comes regularly to our table. It is filled with the best current literature. Longfellow contributed to the first number of the *Atlantic* more than a quarter of a century ago, and the May issue contains the last poem ever written by the celebrated poet.

*Commentary on the School Law of Indiana*, by ex-State Supt Jas. H. Smart, published by Wm. B. Burford, Indianapolis, is a valuable book for both teacher and trustee. Mr. Smart was Superintendent for six years, and in that time was called upon to decide almost every doubtful point in the school law, and no other man in the state was so well prepared to produce such a book.

*An Historical Reader for the Use of Advanced Reading Classes.* By Henry E. Shepherd. New York and Chicago: D. Appleton & Co. John Goodison, Ypsilanti, Mich., agent for Indiana.

The editor of the above book claims (truly, too,) that short school histories are usually only skeletons or outlines, and consequently unattractive and irksome, and he seeks to supplement this defect by furnishing vivid sketches of persons and events in such detail as to excite interest and arouse enthusiasm. The writer has made his selections from the best authors, and no boy or girl can read them and not develop a fondness for historical study. On the ground that "history is the essence of innumerable biographies," the selections are principally biographical sketches. The book deserves a large patronage.

*Wide-Awake*, published by D. Lothrop & Co., Boston, keeps up to the high standard of excellence heretofore attained. It carries gladness, instruction, and culture into every home into which it enters. The May number contains an exquisite poem by Whittier, commemorative of the love of Longfellow for children, and of his death.

Sheldon & Co., of New York and Chicago, (Cyrus Smith, of Indianapolis, agent for Indiana), are issuing a series of Readers. The First and Second are already on our table, and the Third is promised May 1st. In the next Journal they will be reviewed.

*The Public School* is the name of a new monthly educational paper just issued by Thos. W. Bicknell, of Boston. Mr. Bicknell is already publisher of the *New England Journal of Education*, weekly; *Primary Teacher*, monthly; *Education*, bi-monthly.

*New Manual of General History.* By John J. Anderson. New York: Clark & Maynard. J. D. Williams, Chicago, agent for Indiana. This book will be noticed next month.

*The West Virginia School Journal*, published at Wheeling, is a new venture in the field of educational journalism.

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## BUSINESS NOTICES.

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Have you paid for your Journal? If not please attend to it at once.

If you wish to raise a club for the Journal, write for terms to agents.

See advertisement of Geographical Reader, by Chas. Scribner's Sons.

ALL TEACHERS wishing something to make money out of during Spring and Summer vacation will find it to their interest to look after the World's Encyclopedia of Wonders and Curiosities. Address W. B. Payne, Publisher, 55 Chambers St., N. Y., or 227 Louisiana St., Indianapolis, Ind., for terms and circulars. 5 tf

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**TEACHERS WANTED**—To examine the *American Juvenile Speaker and Songster*. It contains 40 pp. songs with Gymnastics in song, march and exercise songs; 50 selections for declamations or supplemental reading lessons; 11 pp. choice thoughts for memorizing; and 17 short, spicy dialogues. 127 pp., bound in board, 40 cts. for single copy. C. A. FYKE, Bryan, O.

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- 1st. That it will never scale from the wall.
- 2d. That it will not fall in holes.
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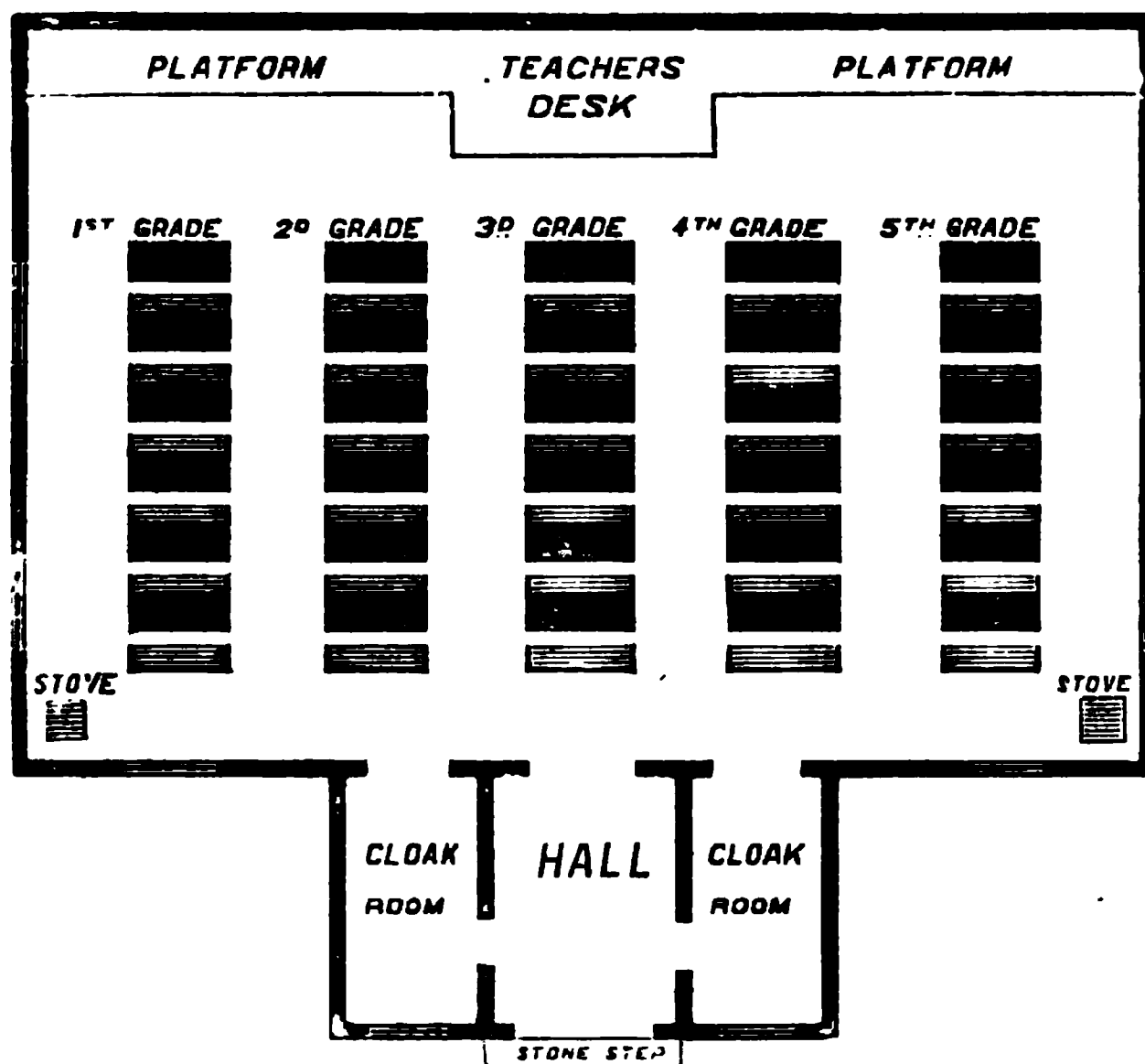
Pints, with brush .....	\$1 00
Quarts, " " .....	1 50
Gallons, " " .....	5 00
Samples and Terms of Contract for the new Veneer Black board on application to	
G. W. DALE, Danville, Indiana.	

# GROUND PLAN

—OF—

## BAKER'S MODEL GRADED DISTRICT SCHOOL BUILDING

Size of Room 26x36, size of "L" 8x16.



### ARRANGEMENTS FOR HEATING AND VENTILATION.

The Stoves are upright Coal Stoves and are enclosed in a sheet-iron drum or jacket with an air space of 6 inches between it and stove, fitting close to floor. An opening is made in the floor beneath the stove with a wooden air passage 10 x 12 inches leading to ventilator in foundation. Each corner of room opposite stoves contains triangular escapes with an opening or register at the base.

### ARRANGEMENTS FOR SEATING.

Each Grade is supplied with six double desks and one rear seat, commencing with the First Grade, the smallest size up to the Fifth Grade, the largest size.

*The Bill of Material and Specifications are furnished by Messrs. Levy Brothers, of Madison, Ind.*

## **Baker's Model Graded District School Building**

*Claims the following Advantages and Conveniences.*

- 1st. Each grade is seated by itself. One glance on entering school shows how closely the teacher is grading his pupils.
- 2nd. It is an economy of room as the entire floor space is used.
- 3d. As the pupils face a dead wall and get light from behind and the sides, detrimental angles are avoided.
- 4th. It is the best possible plan for recitations as each grade can recite in their seats.
- 5th. It admits of 36 feet of black-board being in one body.
- 6th. The teacher has the whole school before him in a compact form.
- 7th. The pupils appreciate what is meant by grading and can see what the course of study means.
- 8th. Every pupil has the same advantages of black-board demonstrations and wall map exercises.
- 9th. It gives the best possible means of ventilation.
- 10th. It is the only shape in which the teacher has the school room, cloak-room and hall under his eye at one glance.
- 11th. It is a neat, convenient and handsome building.
- 12th. It suits exactly the System of Grading adopted by the State Convention of County Superintendents.

**For Ground Plan see preceding page.**

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# INDIANA SCHOOL JOURNAL.

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## \*HOW MUCH, AND WHY?

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BY M. A. MESS.

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**T**HE great obstacle to mechanical contrivances is friction. The chief aim of the inventor is to overcome this obstacle; for, every advantage that a new machine possesses in this respect over another of its kind is a strong argument in its favor. The inventor, therefore, uses the best material in the construction of the bearings; these are fitted together with the nicest mechanical accuracy that educated skill can afford, and the management is simplified and explained in such a way as to make it understood by any one that may chance to invest in a machine; for, in general, the simpler he can make his machine, and still perform its work well, the more he overcomes the great obstacles, and the more the machine recommends itself to the favorable consideration of the buyer.

Our school system is a vast machine; we have been vying with our mechanical neighbors to overcome friction; our machine in many respects works well. We have been improving upon the original patent by giving our country schools the advantage of supervision, and through this, in many instances, that of gradation. To this branch of our system—the country or

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\* Read before the Southern Indiana Teachers' Association at Connersville.

district school of one teacher—the remarks of this paper are directed.

How simple can this part of our machine be made to accomplish the most and the best work with the least friction? How much can we teach in these schools to accomplish the greatest possible good to our people in the least time? In our zeal to improve our machine have we not lost sight of this one essential feature for its successful working, simplicity? The object of all our school work is to lead our children into right modes of thinking; to fit them for the business to which they may incline; to prepare them for meeting the obligations of a citizen of our republic; in short, to put them into the best position for complete living.

The school-time of the average country pupil may be approximately stated at seven winters of six months each, and in many cases, if irregular attendance and tardiness were considered, this estimate would dwindle down to one-half its stated proportions. In this brief time, fewer days than are required to serve an apprenticeship in any of the simple mechanical trades, our pupil shall accomplish all that is embodied in the broad statement of putting himself into the best position for complete living. It follows, then, that his time must be spent judiciously; the work must be carefully selected and occasionally adjusted to the time. The pupil must follow a course of study, and this course of study must be organism, not a mere accretion; it must be arranged on the basis of the truest logical connection; it must include all the elements necessary to carry into successful execution the work of making him a good citizen, and it must exclude all else. In this respect our schools are lame. Here there is too much friction; there is too much mechanical teaching done to accomplish well the work of education in the allotted time. We must get rid of this dead weight, lesson-hearing machinery, it is a clog to mental discipline.

I shall not argue a diminution of branches: I object to the manner of teaching them. There is too much text-book work required. Pupils are crowded into text-book arithmetic, grammar and geography before they can read understandingly a page

agraph of the simplest English. This introduces the parrot into our schools. Pupils "call the words" of their grammar and geography as they *call the words* in their reader; and they lose sight of the thought, and the teacher, in his anxiety to have them finish the book, forgets that his business is to make more room in the minds of his pupils, to increase their capacity, rather than cram them full of meaningless terms that retard growth instead of stimulating it. This formalism must be routed. The parrot must give way to the reasoning, thinking student.

To find out how much we shall do to bring this about, we must go to the nursery and study the nature of the material upon which we begin to build our educational structure.

The untrammelled child directs his attention to the things that immediately surround him. These awaken his interest. His mind is fully alive to every object his eyes behold. Here we must observe the natural method of learning, and from it take up the natural method of teaching. The child first learns the object, then its name, then its nature and uses. The child does not trouble himself about the etymology of the name. He does not deal in abstractions. He learns the object and speaks its name without hesitation. After he discovers its utility he values it only as he can make it serve his purpose. If the child learns in this way without direction, is it not downright tyranny to have him learn abstract signs of sounds, and put him on a hard bench for hours to pore over columns of unmeaning words in the spelling-book? This kind of tyranny is practiced in our schools, and it is not confined to beginners. Whole schools are transformed into spelling-book prodigies of the stripe of Eggleston's "Jeems Phillips," without the least idea of the meaning of the words, many of which they will probably meet nowhere except in the spelling-book.

If we teach such words as the pupil will probably use, and teach him to write correctly all the words that he does use in his actual school-room; if we give practical drills in the use of the dictionary and the diacritical marks; if we cultivate in him the habit of constantly referring to the dictionary for the purpose of becoming proficient both in accurate pronunciation and concise

meaning of words; if we impress him with the fact that correct pronunciation and discreet selection of words are characteristics of the cultured scholar, and make him proud to attain these marks, we shall have no time, and our pupils will have no inclination to swallow the contents of the spelling-book without mastication.

In teaching reading, "the art of arts," we are again referred to the nursery, and a similar course suggests itself. As the child's mind grows more by the perception of ideas than by accumulations of remembered words, it is evident that the first lessons of childhood must be presented through the perceptive faculties, and as reading is the art of conveying to your own mind, or to the mind of others, the thought of the written or printed page, it follows that the child must learn to interpret the language before he can give it the correct vocalized expression. Every word should convey its meaning to the child's mind at sight. As he knows the object at sight and can state its name and use without hesitation, so he should know the meaning of every word in his lesson, and be able to read it as he would talk. I therefore agree with Supt. Hawley, that during the first two months of school life readers should be as scarce as angels' visits. Pictures, blocks, charts, and other objects, and above all a slate and pencil, will fully equip the coming citizen for the work before him, while the black-board, the crayon, and the pictured chart will be the main reliance of the teacher. When the book is put into the pupil's hands it should be only for a class exercise, and rather as a favor than as an enforced study.

The pupil should learn to write as soon as possible after he enters school. The child has as complete use of its hands at six as it has at *nine*, and with the right kind of instruction can learn to make all the small letters and the figures in the first term. As soon as the pupil can write he should tell on the slate what he reads in the book, and he should take his information both from the picture and the printed lesson. His knowledge of the thought should be further elicited by prudent questions, to be answered orally, and in these answers the correct use of language should be carefully guarded. Thus the teacher learns whether or not

the pupil is able to take the sense of what he reads. When Horace Mann was Secretary of the Massachusetts Board of Education he took especial pains to learn with some degree of accuracy to what extent the reading in the schools was an exercise of the mind in feeling and thinking, and how far it was a barren action of the organs of speech upon the atmosphere. He found that eleven-twelfths of all the children in the reading-classes did not understand the words they read, and that the ideas and feelings intended by the author to be conveyed to and excited in the reader's mind, still rested in the author's intention, and never reached their place of destination.

This was the state of affairs in Massachusetts thirty years ago, and this state of affairs exists to an alarming extent in the State of Indiana to-day, and it is the result of the obdurate lesson-hearing method of instruction; it is found most prevalent in the schools of teachers who are so punctilious in following the text-book, that they have no room for an independent thought in their musty minds. The subject of language was incidentally mentioned with reading. How much technical grammar can we teach with profit in our time? In grammar, the abuse of the text-book is more apparent than in other studies. Pupils learn by committal the rules of a primary text-book; they repeat the words, but are unable to make use of their knowledge, because it is only a knowledge of words and not of perceptions and meanings. Language is the vehicle of thought. The infant learns to speak without rules. Composition is a placing together. The infant composes when it learns to prattle. Language is the source, the foundation of grammar. The pupil should learn to compose written as well as spoken sentences, without rules, before the inferences of grammar can be of use. In grammar we do not learn to speak and write correctly; this we must settle into our minds by indispensable practice. Grammar only teaches us to know whether language is spoken and written correctly or not. Language work then includes, first, the acquisition of ideas by objective instruction; secondly, the correct expression of them in discourse, oral and written. All this is best accomplished in connection with the reading lesson. Therefore reading, com-

posing and spelling, should go hand-in-hand, and each should be constantly accompanied by writing.

Our pupils do not get their first correct ideas of the principles of arithmetic and geography from the book. Our text-book definitions are not framed in the child's vocabulary. If this were the case, it might require less originality and skill in the primary work. Nine pupils in ten who recite the definition: "Arithmetic is the science of numbers and the art of numerical computation," have no definite idea of the meaning of "science," "art," "composition," and "numerical."

The pupil does not get the idea of direction, or the rotundity of the earth, of its movements, of any of the mathematical lines from the book. These are perceptions that reach his mind through the senses in the channels of lucid explanations and apt illustrations of the intelligent instructor. The teacher that does not convey to the minds of his pupils their first correct ideas of these, leaves them in ignorance of them. Here the true educator will exercise his skill in giving instruction so that the pupil may become an intelligent thinker, and not degenerate into an automaton. His explanation must be conservative in its character; he must not masticate and digest his pupil's mental aliment for the attainment of empirical success; for this can never prove a substitute for truly mental discipline, the result of honest endeavor.

In teaching arithmetic to beginners, teach them that in arithmetic we learn the use of numbers; give them the idea of number by objects; teach them that addition means putting together; subtraction, taking away; illustrate these by numerous easy examples, requiring the pupil to solve them and to frame his explanation in his own language. This makes him familiar with the principle and the process, and his mind will find abundant material for food and growth in practical illustrations and problems. So there is abundant material for a foundation in geography by study of immediate surroundings and the general divisions of the work as given on the wall maps.

The pupil that gets these fundamental truths impressed upon his mind in this way, and stamps them there by much practical

work, is better prepared to take up the advanced text-book than the one who has been learning the definitions and rules of a primary book, then of an intermediate, and is now preparing for a third siege of routine work which serves to create in his mind a disgust and contempt for both books and school. To the pupil that has been doing this work without a book, the book is something new. He compares the definitions of the book with the truths that are fixed upon his mind, and is pleased to find them in harmony. He pursues his study with avidity. He is prepared to grapple with the thought, to digest it and assimilate it to his mind as he masticates, digests, and assimilates his food to the tissues of his body. He is the active, thinking student, that only needs the guidance of the discreet disciplinarian. He is not the parrot that learns by rote the pages of the book as assigned by the sum-doing, lesson-hearing, salary-drawing, time-killing parasite that holds his position in school for the reason that he drummed up more votes than his opponent at the school meeting, or because he holds a renewed license.

How much should a teacher know? Education includes the imparting of knowledge and leading out the thinking faculties. To impart knowledge one must possess it. The essential trait of the educator is a thorough, cultured scholarship, an exhaustive knowledge of all pedagogical subjects—a scholarship that will make him an educational leader in his community. Our schools need men and women of large mind and character, of broad views and extended culture. The teacher's influence is not bounded by the school-room walls, but pervades every home that has pupils in his charge. If he be rude, uncultured and frivolous, he will emanate influences that will be a positive detriment to every family within reach. Mr. Emerson said, "We want men of original perception and original action, who can open their eyes to the interest of civilization; men of classic, men of moral mind, who can live in the moment and take a step forward. The rising generation of America is no backward-creeping crab."

The end and aim of education is not only the acquisition of knowledge, it is the power of correct thinking; this power must be acquired—it is not inborn. It is always the prize of long-

continued and patient study. The mere absorption of knowledge as the sponge absorbs water, gives no discipline. Hence the educator must develop his own mental power, and then he must learn to read the mind and character and study the disposition of each pupil, then so lead out the faculties and mould the character as to secure the highest success.

Daniel Webster said, "If we work upon marble it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with high principles, with the just fear of God and their fellow-men, we engrave upon those tablets something which no time can efface, but which will brighten into all eternity." A teacher that is satisfied with a mere smattering of the prescribed branches, whose scholarship terminates with the ability to procure a six-months' license, is not worthy of the name of an educator—he is a sycophant, who should be crowded from the profession to which he is a clog and a hindrance. Now comes the chronic grumbler and complains of the meager salary paid for the skillful labor. This is a grave fault, but the remedy lies with the teacher. If reform is expected, he must bring it about. Many teachers show by their work that it merits no more than is paid for it. In other branches of industry superior skill sets its own price upon its exercise. So the teacher must show by his work that men and women of better scholarly endowments, of larger mind and character, are needed in our schools, and he must substantiate this impression by true scholarly culture. Therefore, it lies in the power of the teacher to exalt the dignity and authority of his office in the eye of the public.

The man or woman that enters the profession for mere pecuniary advancement, must be content with that affectation of culture which constitutes the pedagogical demagogue. The object of the true teacher is loftier. He has the consciousness of wakening the thought, moulding the character, educating the immortal mind. It is this great moral recompense that inspires the true teacher to attain that degree of culture which is the distinctive trait of the true scholar.

## JACK AT ALL TRADES.

J. T. SCOVELL.

THE expression "Jack at all trades and good at none" is generally used with reference to mechanics who work at many different trades, but can do no really good work at anything. A little observation shows that the expression might with justice be applied to the average public school teacher of this country. Indiana requires her teachers to know eight or ten specified subjects well enough to teach them. If a mechanic should announce that he was competent to do work at any of ten different trades, he would doubtless eat the bread of poverty all his life. People understand that life is too short for one man to become an efficient workman at so many trades, and will not trust work to men who make such pretensions. Each year Indiana sends out an army of fourteen thousand or fifteen thousand persons, each furnished with a document which proclaims that the bearer is qualified to teach eight or ten subjects, and the people of Indiana hire these persons to teach their children these subjects, to help them form right habits of thought, to teach them morals, to help them in the formation of character; yet the same people would not employ a mechanic making similar pretensions to cobble a shoe or mend a broken fence.

Young persons can prepare for and obtain positions as teachers in the public schools of Indiana in less time, and with less labor, than would be necessary to prepare for almost any other calling. The noted mechanic is a specialist, the noted lawyer is a specialist, so is the successful merchant and manufacturer, and so is the successful teacher. The motto of successful men has been, is, and always must be, "stick to one thing." Our country stands first among all nations in the number of her "Jack at all trades" class. Our school system makes the average teacher a "Jack at all trades," and trains the children in the same direction, so that the average American is a "Jack at all trades." This characteristic makes the average American an active, energetic, versatile, self-confident man, who makes a stir in the

world, who may do some really valuable work, but who generally leaves the world about as he found it. The real progress of mankind has been due to hard plodding work along special lines of thought.

The demand for skilled workmen in this country is largely supplied from Europe. The children of this country ought to be so trained in the schools that the ever increasing demand for skilled workmen might be supplied from their ranks. The teacher who is not a skilled workman, can not help a child to become a skilled workman. Our universities and well appointed colleges employ specialists, men who are skilled workmen, to teach the different subjects, so that the tendency of the higher schools is towards special work, towards skilled labor, while the tendency of the public schools is towards diffusiveness and superficiality.

The great majority of persons never have the opportunity of attending the higher schools, and should be allowed to learn right habits of thought and investigation in the public schools. The teacher is but slightly responsible for the present state of affairs. The public sentiment that tolerates our present system of public schools does not appreciate the value of special expert work in the school-room, has no idea but that a person can teach eight or ten subjects well, govern the school, and have an easy time of it. County superintendents, city superintendents, ward school and high school principals do not appreciate the value of and encourage special work. The men of our state who are most prominent and influential in the affairs of the public schools are not themselves experts or specialists in any direction, do not appreciate the value of special work, and do not encourage such work. The difficulty is not so much with the teacher, then, as with the system, and the persons holding high places under the system. A few illustrations may help us to appreciate the difficulty:

I once knew a young man who was brought up on a farm, was educated in the public schools of Indiana, had worked at the carpenter trade, had clerked in a book store, had clerked in a grocery store, had been an insurance agent, had taught school,

and had such confidence in his ability that he applied for a professorship in a Polytechnic Institute. He was not particular what chair he received, as he was competent to take charge of any department, literary, scientific, or mechanical. This is an extreme case, but the sentiment is widespread that almost any one can teach all the subjects taught in the schools, and teach them well. A trustee of one of our State Institutions, who has been quite prominent in the educational affairs of the state, once said that he expected that any teacher the board of trustees employed would be able to teach anything required, from penmanship to educational psychology. Another of the prominent school men of Indiana, while lecturing to a company of teachers, said that each one ought so to learn each subject to be taught, that he could be independent of school books, so that he could build up the different subjects for himself, if all text-books were destroyed. He knew, or ought to have known, that what he said ought to be done, could not be done, and that he could not do it for even the one subject he was then trying to teach. The public school teacher is required to teach so many subjects that he can teach none well, and like some preachers and musicians, he is confined to his notes. And the children are required to study so many different subjects that they can learn none well, hence differences and superficiality.

Quality and quantity should be sought after. If the child in school, by the study of one or two subjects, learns how to study, and acquires the habit of patiently and systematically investigating a subject, he has gained more than could have been gained by skirmishing in a haphazard way over a dozen subjects. Let each teacher give special attention to some one subject; let him study the subject instead of the book, but use books as helps; let him study it systematically; let him study it till he loves it, and is filled with it, and then he can teach it with enthusiasm, and in such a way as to awaken enthusiasm in his pupils. Let each teacher work in this way, let each superintendent and principal encourage such work, and soon the public schools will be training up an army of skilled laborers who will have no fear of the ignorant, pauper labor of Europe or Asia; and the "Jack of all trades," in every calling, will sink into a hopeless minority.

## MY IDEAL SCHOOL TEACHER.

DORA MONTGOMERY.

“He who thinks a faultless piece to see,  
Thinks what ne'er was, nor ne'er shall be.”

**A**FTER one becomes old enough to think for himself, the question, “What manner of spirit am I of, or what can I best do,” naturally arises in his mind. He glances down the list of his acquaintances, and over their occupations, it may be to see which occupation suits him best, or perhaps which one brings the largest income. The professions are first noted. If he wishes to become a lawyer, much reading and hard study must be done; then he must pass a close examination before admittance to the bar, and afterward wait for practice. A man is not willing to trust his business to inexperienced hands. So each of the other professions has its drawbacks.

The idea prevails in the minds of many that “any one can teach school.” If one has been through the arithmetic, can analyze a few sentences, answer some questions in physiology, tell when, where, and by whom the first settlements were made in the United States, name and locate some of the principal cities and mountains of North America, he is competent to “teach the young idea how to shoot.” What a mistaken notion, and no wonder children become discouraged and parents have so much trouble in persuading them to attend school as long and as regularly as they should.

But the true spirit of the teacher—a spirit that seeks not alone pecuniary emolument, but desires to be useful in the highest degree to those who are taught; a spirit that elevates above everything else the nature and capabilities of the human soul; a spirit that earnestly inquires what is right, and dreads to do what is it wrong; a spirit that can recognize the handiwork of God in every child, and burns with the desire to be instrumental in training it to the highest attainment of which it is capable—such a spirit is the first thing to be sought by the teacher, and without it the highest talent can not make him truly excellent in his profession. It is easy to enter upon the duties of the teacher with-

out preparation; it is easy to do it without that lofty purpose which an enlightened conscience would ever demand; but it is not easy to undo the mischief which a single mistake may produce in the mind of the child. Too many teachers are found in our schools without the proper spirit of incitement to their work. They not only have not made due preparation for this work, but resort to it from motives of personal convenience, and in many instances from a consciousness of being unfit for anything else.

The teacher should go to his duty full of his work, and should feel that his mistakes, though they may not speedily ruin him, may permanently injure his pupil. He has assumed to fill a place where ignorance itself is a crime, and where indifference to the well-being of others is equivalent to homicide. He might as well assume to be a physician, and without knowing its effects prescribe arsenic for the headache. Let the teacher, then, consider well of what manner of spirit he is made. Let him come to this work only when he has carefully pondered its nature and its responsibilities, and after he has devoted his best efforts to thorough preparation of himself for its high duties. Above all, let him be sure that his motives on entering the school-room are such as will be acceptable in the sight of God, when viewed by the light beaming out from His throne.

"Oh, let not then unskilled hands attempt  
To play the harp whose tones, whose living tones  
Are left forever in the strings. Better far  
That heaven's lightning blast his very soul,  
And sink it back to chaos' lowest depth,  
Than knowingly, by word or deed, he send  
A blight upon the trusting mind of youth."

But few teachers realize the great importance, or rather the responsibility resting on their work in the school-room. The parent has an overwhelming responsibility, which he can never part with, or transfer to another. But the teacher is responsible in a very high degree. An important interest is placed in his hands whenever a child enters the school-room. By becoming a teacher all the responsibility is voluntarily assumed, and he is fearfully responsible, not only for what he does, but also for what he neglects to do. Even though he may, thoughtlessly, have

entered upon the relation of teacher without a single glance at its obligations, or when reminded by them, he may laugh at the thought, and disclaim all idea of being thus seriously held to a fearful account—yet the responsibility is on him.

Just as it is a great thing to guide the mind aright, just as true as is it a deplorable, nay, a fatal act to lead it astray, so true is it that he who attempts the work, whether ignorant or skillful, whether thoughtless or serious, incurs all the responsibility of success or failure—a responsibility he can never shake off as long as the human soul is immortal, and men are accountable for such consequences of their acts as are capable of being foreseen. We live in a Christian land. It is our glory, if not our boast, that we descended from an ancestry that feared God and revered His word. And justly do we attribute our superiority as a people, over those who dwell in the darker portions of the world, to our purer faith derived from that precious fountain of truth, the Bible. Then if we are so much indebted to the Christian religion for what we are, and what we hope to be, how important it is that all our youth should be trained under its influence, and how much more important is it that the teacher should thoroughly understand this subject before he enters the school-room. We do not mean sectarianism, and we do not think that necessary to teach religious principles. Yet there is a common ground we can all occupy. We can teach a reverence for God and his word, the evils of sin in his sight, and the awful consequences of it upon the individual. At any rate we should be careful that our teaching and our example do not prejudice the youthful mind against these truths. It is a hazardous thing for a man to be skeptical himself, even when he locks his opinion in the secrecy of his own bosom. How great then is the responsibility of teaching the young to look lightly upon the only book that holds out to us the faith of immortality, either by precept or example. Responsibility in this matter can not be avoided. The teacher by his example does teach for good or evil, whether he will or not. Indifference will not excuse him, for when he is most indifferent he is not less accountable. The teacher should be a conscientious man, and in nothing is this more necessary than in the ex-

ercise of good government. In this matter the teacher can never respect himself when he acts from caprice or selfishness. His inquiry should ever be, What is right? what is justice?—justice to my pupils, to myself. He should ever remember that among children, respect always precedes attachment. If he would gain the love of children, he must be worthy of their respect. The teacher should be neat in his dress; it is not necessary to be expensively dressed, but his clothing should be neat and clean. He should ever be courteous; his language should be pure and accurate. It should be clear of all slang phrases and provincialisms—which the vulgar and uneducated delight to use at all times—and accurate as to the terms used to explain his meaning.

The beauty or knowledge of grammar does not lie in being able to parse or analyze all difficult words and sentences, but in the use of good language. Let the teacher, then, study to improve himself intellectually and morally; let him strive to advance the cause of teaching; let him consider the usefulness he may effect, and the circumstances which make his calling honorable; study the human heart by the working of his own; study those higher motives which elevate and ennoble the soul; cultivate that purity which shall allure the wayward, by bright example, from the paths of error. Let none think of lowering the standard to what has been, or what may, even now, be that of a majority of those who are engaged in this profession. Every teacher should have his course directed to the very best model in this work; and he should never be satisfied with bare mediocrity. *Excelsior* is the motto of the Empire State, and it may well be the motto of every teacher.

“Oh, woe to those who trample on the mind,  
That deathless thing. They know not what they do,  
Nor what they deal with. Man, perchance, may bind  
The flower his step has bruised; or light anew  
The torch he quenches; or to music wind  
Again the lyre-string from his touch that flew;—  
But for the soul! oh, tremble and beware  
To lay rude hands upon God's mysteries there.”

TIPTON, IND.

## TELLING A THING IS NOT TEACHING THAT THING.

**T**ELLING a thing may be a part of the process of teaching; and again it may not be; but in and of itself telling is never teaching—it can not be. Until a teacher realizes this truth he is not a teacher; therefore we want to tell this truth to all teachers and to all who want to be teachers, although we are very well aware that telling it in this way will not teach it to anybody.

If the scholar is deaf, and you tell him a truth by word of mouth, with your head down so that he can not see the movement of your lips, it is very clear that you have not taught him what you have told him. If he has ears, but they are intent on something else than your words while you are talking to him; or if you talk in a language which he does not understand—it is equally clear that your telling is no teaching to him. So far all will agree at the start; but the principle involved has a profounder reach than this. No person learns at once everything that is told to him; and no person is taught until he learns, nor more than he learns. To tell a child for the first time all the letters of the alphabet, does not teach him his alphabet. To tell a scholar in a secular school all the rules of grammar or arithmetic, all the boundaries of all the states of the Union, or all the principles of natural or moral philosophy, does not, by any means, teach him all those things. Teaching would be a very simple matter if telling were teaching; but no one thinks of counting the two processes identical—except in the sphere of purely religious truth.

Who would think of teaching an apprentice to shoe a horse or set type, or to make a watch, by simply telling him how? Who would expect artists, or authors, or soldiers, to be taught in their profession by the mere telling of their duties? If men and women knew all the valuable truths which have been told them from the lecture platform, in social converse, and by direct personal instruction, how wise the world would be! If children had been taught all the good things that have been told to them at home and elsewhere, how much more they would know than

their parents—who have not always been taught by simply being told.

The wisest preachers and teachers have recognized the truth, even though it has by no means found general acceptance as yet. "Nothing is more absurd," says an eminent English teacher, "than the common notion of instruction, as if science were to be poured into the mind like water into a cistern." And a well-known American educator has said, in a similar vein, concerning silent pupils in a Sunday-school class: "You may pour your stream of knowledge upon them till you drown them, or till they run away, and not get a drop of it into them, because their mouths are shut." It is as if in comment on the very figure, that Thomas Carlyle has said: "To sit, as a passive bucket, and be pumped into, can in the long run be exhilarating to no creature, how eloquent soever the flood of utterance that is descending."

A vast deal of what is called "Bible-class teaching" is talking, but not teaching. It might pass for fourth-rate, or third-rate, or second-rate, or—at the very best and rarest—as first-rate preaching, or lecturing, but it never ought to be called teaching. The teacher talks; the scholars listen. The teacher is a gainer in his mind and heart by what he says, but not so to his silent scholars. They hear, but do not learn. The teacher talks; the scholars listen. There is a "teacher," but no teaching. There are "learners," but no learning. It is not a pleasant thing to face such a fact as this; but if it is a fact, it ought to be faced by those interested.

Telling a thing may be an important part of the process of teaching a thing. The telling may in itself interest or impress, even where it fails to instruct. A teacher may teach in other ways than by his telling truths that are worthy of his scholars' hearing and learning. However this may be, it is important that every teacher should understand, at the first and at the last, that telling a thing is not, in itself, teaching a thing; and that if he is a teacher at all it will be through some other agency than merely his talking.—*S. S. Times.*

## WOMEN AS TEACHERS.

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**P**ROF. S. K. HOSHOUR, now in his 79th year, and the oldest teacher in the state, in 1852 made an address to the Indiana Legislature, and among other things discussed the subject, 'Women as Teachers.' Nobody now questions the fitness of women for teachers, but thirty years ago advocates of such an idea were exceedingly scarce. To show that this venerable and respected teacher was many years ahead of his time, we make the following extracts from the address referred to:

"The family is the primary school, established by God himself. Nature, at man's birth, consigns him neither to the care of the pedagogue, nor to the tutelage of the philosopher, but she entrusts him to the love and caresses of an affectionate mother. She is, par excellence, the tutoress of this domestic primary school. In successful instruction, it is of the utmost importance that the pupil understand the teacher. \* \* It is by love that she leads youth to virtue; in the language of Sheridan, '*It is by woman that Nature writes on the heart of man.*' \* \* \*

From this potent and available influence of woman on the infant and juvenile character, I would make the two following deductions: First, that woman has a natural aptitude for instructing the rising generation. I once heard one of the leading politicians of this state, say in a circle of intelligent individuals, that if he had fifty sons to be educated, he would place the success of the enterprise on the circumstance of having them placed, during their educational course, at an approved literary institution, in parcels of five, as boarders in various families, in each of which there were several adult, sensible, refined, and virtuous young ladies. For the obvious reason, that the influence which intelligent and dignified females exert on youths, has a corrective and purifying effect upon their moral habits. Children of both sexes, this side of their 'teens,' can not be placed under better tuition than that of enlightened women. \* \*

And in order to enlist the suasive, swaying and polished talents of the other sex, in the great work of public instruction, every inducement should be held out to them. Let the business of teaching become a profession, with its appropriate honors

attached. Let a tutelary or honorary affix be appended to the name of every approved instructress. If two D's stimulate the preacher to dive deeper into the depths of the various departments of his vocation ; if LL. D. invigorate the jurist to extend his explorations into the labyrinthian sinuosities of his profession ; if M. D. induce the physician to investigate the sanitive properties of all that lies within the compass of therapeutics, who can tell what L. D. or S. D. would do on that class of minds that are just as sensitive to conferred honors as those of our sex. The L. D. signifying Doctor Literarum, or in plain English, Teacher of Letters, or Literature, should be the first degree ; and S. D., signifying Doctor Scientiarum, or Teacher of Sciences, the second or higher degree. Such affixes, besides winning the fair sex to the laborious and responsible position of public instructors, would, in my opinion, put a quietus upon that restlessness which has impelled some of their kind to convocations in which rights have been discussed and demanded, that we hesitate to concede. This would be a harmless, even a beneficial outlet of those aspirations that scorn the monotony of the domestic circle, and seek gratification in the occupancy of those posts of honor which the common consent of mankind, from time immemorial, has assigned to the hardier sex.

It would, moreover, be of no common importance to them, after they had served in the didactic profession for a specified number of years, say as long as one of the executive terms of this commonwealth, in securing a helpmate for the subsequent part of their earthly pilgrimage. For who would not rather have a titled than an untitled wife ?

Were I a young man, and desired a wife who should exert a proper influence upon the domestic circle—if I desired a companion and not an extravagant waster of my earnings, nor a mere laborious domestic economist, I would go in search of a young lady of known skill in the use of all the various implements of the culinary department, and of the finer tools of the seamstress ; and who had been an acceptable and popular school mistress in an intelligent community for the space of at least three years. 'That would be the rose for me.' "

TWO DOZEN DON'TS.

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**D**ON'T sleep in a draught.

Don't go to bed with cold feet.

Don't stand over hot-air registers.

Don't eat what you do not need just to save it.

Don't try to get cool too quickly after exercising.

Don't sleep with insecure false teeth in your mouth.

Don't start the day's work without a good breakfast.

Don't sleep in a room without ventilation of some kind.

Don't stuff a cold lest you be next obliged to starve a fever.

Don't try to get along without flannel underclothing in winter.

Don't use your voice for loud speaking or singing when hoarse.

Don't sleep in the same undergarment you wear during the day.

Don't try to get along with less than eight or nine hours of sleep.

Don't toast your feet by the fire, but try sunlight friction instead.

Don't neglect to have at least one movement of the bowels each day.

Don't try to keep up on coffee and alcohol when you ought to go to bed.

Don't drink ice-water by the glass; take it in sips, a swallow at a time.

Don't eat snow to quench thirst; it brings on inflammation of the throat.

Don't strain your eyes by reading or working with insufficient or flickering light.

Don't use the eyes for reading or fine work in the twilight of evening or early morn.

Don't try to lengthen your days by cutting short your night's rest; it is poor economy.

Don't wear close, heavy fur or rubber caps or hats if your hair is thin or falls out easily.

Don't eat anything between meals excepting fruits or a glass of hot milk if you feel faint.

Don't take some other person's medicine because you are troubled somewhat as he was.

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**THE SIZE OF THE GREAT LAKES.**—Latest measurement of our fresh-water seas are as follows :

The greatest length of Lake Superior is 335 miles ; its greatest breadth is 160 miles ; mean depth, 688 feet ; elevation, 627 feet ; area, 2800 square miles.

The greatest length of Lake Michigan is 300 miles ; its greatest breadth, 108 miles ; mean depth, 600 feet ; elevation, 506 feet ; area, 2300 square miles.

The greatest length of Lake Huron is 200 miles ; its greatest breadth is 169 miles ; mean depth, 600 feet ; elevation, 274 feet ; area, 2000 square miles.

The greatest length of Lake Erie is 250 miles ; its greatest breadth is 80 miles ; its mean depth is 84 feet ; elevation, 555 feet ; area, 6000 square miles.

The greatest length of Lake Ontario is 180 miles ; its greatest breadth 65 miles ; its mean depth 500 feet ; elevation, 204 feet ; area, 600 square miles.

The length of all five is 1265 miles, covering an area of 137,000 square miles.—*Selected.*

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**EDISON'S RAILWAY.**—Several miles of Mr. Edison's electric railway, at Menlo Park, are now completed, and about thirty persons were carried over the road by electricity, at the rate of about twenty miles per hour. At the experiments in Berlin last year, on nine miles of the Siemens' road, the speed attained was only ten miles per hour. Mr. Edison's track is that of any ordinary railway, involving curves, grades (one over thirty feet to the mile), with the various obstacles of ravines, streams, and rocks. The car resembles our modern horse-car. The electricity is communicated from the generators, some three hundred yards away, by two heavy wires, one connecting with each track. The tracks are insulated by covering the ends of the ties with a non-conducting compound. The wheels take up the electricity from the tracks and communicate with the dynamo-electric machine and gearing in the locomotive. Thus is given to the train a noiseless, rapid, pleasant motion, unattended with smoke, cinders, and clatter.—*School News.*

## OFFICIAL DEPARTMENT.

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### THE POWER OF A TRUSTEE TO ENFORCE A COURSE OF STUDY.

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*Have I, as principal of a graded school, the right to compel a pupil to study Grammar and U. S. History in order to keep up the grades?*

The above question was submitted to Superintendent Bloss, who has given the following answer:

Section 10 of the school law says, "The trustees shall take charge of the educational affairs of their townships, towns, and cities," \* \* \* and authorizes them to "establish graded schools, or such modifications of them as may be practicable," etc

Section 147 directs that "the trustees shall provide to have taught in the common schools Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, Physiology, U. S. History, and Good Behavior, and such other branches of learning and other languages as the advancement of the pupils may require and *the trustees from time to time direct.*"

In the establishment of a graded school, one of the things essential to its existence, as such, is that a course of study should be adopted for each grade. It would follow as a necessary condition that pupils, in order to pass from a lower to a higher grade, must have completed the course prescribed for the preceding grade.

Since school trustees have the right to establish a graded school, then they must have the right to establish the course of study, to require pupils to follow that course, and to refuse to promote pupils to higher grades until such course of study has been completed to their satisfaction.

Unless such a construction be given to the law, the power to establish graded schools is a nullity.

As a principal of the schools, it is your duty to see that the rules established by the trustees are carried out, and hence it is your duty to demand that pupils shall follow the course of study prescribed by the trustees. The expulsion of a pupil for refusing to obey this requirement of the rules of the school, as in all other cases, rests with the trustees.

A pupil should not be excused from the study of any of the branches prescribed by law, except for good and sufficient reasons. No trivial reason, which involves only the wish of the pupil, should be accepted. There will, no doubt, arise cases in which exceptions should be made, *but such should never be made unless the enforcement of the rule would work injury to the pupil, or to the school itself.*

It would be impossible to conduct any graded school if every pupil had the right to dictate what he would study, or if every parent had the right to direct the subjects to be studied, or the terms on which a pupil is to be promoted to a higher grade, or the text-books which are to be used in the school. These things have been delegated by our laws to the school trustees for the public good.

JOHN M. BLOSS,  
*Sup't Public Instruction.*

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## EDITORIAL.

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Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

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## QUESTION BOOKS.

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A young teacher desires our opinion of "Question Books," and we take the liberty to answer through the Journal. The young man desires to secure a license to teach, and asks, "Would it not be well for me to get a Question Book and study it?"

Our answer is, *No*, NO, NO. A "Question Book" is valued not so much for its questions as for its *answers*. The study of a subject by means of questions and answers can never be logical, can never be thorough, can never be comprehensive. You can bore a subject through and through with questions and plug the holes with answers, but after the task is done it is only a piece of patch-work.

Coke, the noted legal writer, advises students of law "not to depend upon summaries or outlines of cases, but to consult the original and explicit report." Summaries are valuable after the details of the subject have been mastered, but not before.

Questions and answers are helpful as a means of keeping one familiar with a subject already studied, and as a review. This is the chief object in printing questions and answers in the Journal from month to month. But Question Books are generally employed as an easy means of getting ready for an examination; they are used in order to save time; they are made to take the place of the regular text-book. Instead of advising a teacher—especially a young

teacher—to prepare for examination by attending some good school and thoroughly mastering the required subjects, he is frequently advised, yes, urged to buy a “question book.” Question Books, like quack medicines that are extensively advertised, seem to be on the increase; at least a dozen having been prepared within a year or two.

We firmly believe that they are doing much toward reducing the standard of scholarship, and making superficial scholars. In nine cases out of ten the persons who buy these books are hindered rather than helped.

Our advice is, take hold of the subjects and master them by systematic, thorough study, and use question books but little, and then only as a means of refreshing the memory or for hasty reviewing.

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### CHARLES DARWIN.

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✓ Last month the Journal announced the death of Charles Darwin, the great naturalist. Perhaps no man of the present century has done more to change the current thought of the world. His theory of Development shocked the sensibilities of the world. The church in all its branches denounced him as a heretic. As a rule the less people have known of his theory the more emphatically have they denounced it. Whether his theory is the true one as to its details and as to its extreme conclusions the Journal can not say—no one can say—but that there is a great law of development, and that there can be no effect without an adequate cause, all thinking people now believe, and Mr. Darwin has done most to establish this great principle.

A very large majority of the scientific men who have made a special study of biology adopt the Darwinian theory. Large numbers of religious people, including many ministers, adopt the theory and insist that it does not conflict with the Bible. They insist that God is the author of all laws, both natural and sacred, and when both are understood they can not be in conflict. The pastors of the two largest established churches in England, Westminster and St. Paul, on the Sabbath after Darwin's death, referred to him from their pulpits, and defended his doctrines as not irreligious.

Prof. D. S. Jordan says in *The Dial*:

“The idea of a species which has arisen from the investigations of Darwin, is to the biology of the future what the Copernican conception of the position of the sun is to our astronomy; and we are no more likely to return to the views current thirty years ago than we are to the Ptolemaic notion of the solar system. Species are lines of individuals ‘coming down from the past and going on to the

future.' That these lines were parallel was once assumed. That they diverge is now fully proven. Whence these lines came originally we do not know at all. But in any event the beginning remains; and in the beginning God created the heavens and the earth. Let us hope in the noble words of Asa Gray—words which can not be too often repeated—that 'the religious faith which surmised the notion of the fixity of the earth itself may equally outlast the notion of the fixity of the species which inhabit it; that in the future, even more than in the past, faith in an Order, which is the basis of Science, will not be dissevered from faith in an Ordainer, which is the basis of Religion.' "

The Journal is not ready to endorse Darwin's extreme views, because it can not understand them, but it recognizes the great value of his work, and has faith that good and only good can come out of honest investigation and free discussion.

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✓ RALPH WALDO EMERSON.

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Another one, if not the greatest one, of America's literary men has died. Emerson attended the funeral of his old-time friend, Longfellow, and there contracted a cold that resulted in his own death in less than a month. Thus, almost together, pass away two of the brightest stars in the literary galaxy of the world. While Longfellow appealed to the heart and reached and moved the masses, Emerson reveled in the region of thought, appealed to the intellect, and reached only the studious few. Emerson thought out everything for himself—he accepted nothing because others had accepted it. When he had reached a conclusion and was fully satisfied of its correctness, he announced it. He never argued, never disputed, never defended his statements against attacks. His theory was that if what he had uttered was truth it would stand of itself; if it was error it ought not to be defended.

Emerson wrote short, terse sentences. His productions are better read than listened to, because in reading one has time to stop and think, and thus take in the full meaning. He does not reason according to forms of logic—he simply strings together "gems of thought." In style of thought, he resembles somewhat Carlyle, but in character he was very different. Carlyle was morose, sour, austere, with but few warm personal friends; Emerson was sweet tempered, gentle, affable, and everybody's friend.

In speaking of immortality he uses such sentences as these, which show at once his great underlying thought and his style: "Everything here is prospective." "The mind delights in immense time." "We are not interested in anything that ends." "All I have seen

teaches me to trust the Creator for what I have not seen." "All the ways of virtuous living lead upward and not downward."

James Freeman Clark, in his funeral sermon, affirms Mr. Emerson's faith in immortality in the following helpful passage:

"The saying of the liturgy is true and wise, that 'in the midst of life we are in death.' But it is still more true that 'in the midst of death we are in life.' Do we ever believe so much in immortality as when we look on such a dear and noble face, now so still, which a few hours ago was radiant with thought and love? 'He is not here; he is risen.' That power which we knew—that soaring intelligence, that soul of fire, that ever advancing spirit—*that* can not have been suddenly annihilated with the decay of these earthly organs."

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### SCHOOL HOUSES.

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There are few persons aware of the difference that exists in school houses. A house that is well lighted, well heated, well furnished, well ventilated, will yield its cost a hundred fold to any community, in the intellectual, physical, and moral health of the pupils occupying it. Again, the time saved by reason of purer blood and clearer brains will many times compensate for the extra cost. No one, young or old, can study to advantage, while occupying an uncomfortable seat and compelled to breathe impure air. It is poor economy to breathe poisoned air when pure air is so cheap.

The following remarks on the ventilation of school houses are so sensible that we give them place:

"Scholars are often twitted about the headache that invariably afflicts them in school, and which never comes when they remain at home. This complaint, like spring fever, is ridiculed by those inclined to believe all children eager to shirk duty. When we consider, however, the defective ventilation of our common school houses, which are not as well provided with fresh air as are our jails and prisons, it is small cause for wonder that children gape and yawn through recitations and have heavy and aching heads. The sanitary condition of the public schools in this particular is abominable. Ventilation must either come from the windows, causing colds in those whose backs are exposed to the draught, or through dusty flues which fill the current with impurities. It is impossible to send a delicate child to the common school and have it pass through the term without sickness. Families who can ill afford the outlay are compelled to place their children in private schools to insure them the supply of oxygen necessary to good health."

We call special attention to the plan of a model school house given in the front of this Journal.

### PROFITABLE TEACHERS' MEETINGS.

R. G. Boone, Supt. of the Frankfort schools, holds regular meetings of his teachers, and all the time of these meetings is not spent in discussing routine work or in considering simple methods. A part of the time is spent in studying the underlying principles of all methods and all teaching.

In proof of the above we give the following programme for a meeting held February 8th. The various topics were assigned to different teachers. The general subject was

#### REASONING.

1. What constitutes intelligent observation?
2. What is a definition? Illustrate by defining "a recitation."
3. How may defining be taught?
4. What are the two forms of "reasoning"?
5. Do children use either? Which? Example.
6. What constitutes evidence to a child?
7. What is experience? What relation does it sustain to the process of reasoning?
8. What is analogy?
9. Define and distinguish "Reason" and "Reflection," as processes.
10. Define "Inference"; "Contradiction."
11. Define Judgment as a faculty; and as a product.
12. Define, and show the relations between question and answer.
13. Define "credulity" and "assumption."

What is the content of these words in relation to the process of Reasoning? 1, argument; 2, hypothesis; 3, cause; 4, effect; 5, result; 6, proof; 7, consequence; 8, sequence; 9, event; 10, motive; 11, purpose; 12, reasonable; 13, rational; 14, presuming; 15, method; 16, system.

### SCHOOL STATISTICS.

State Supt. Bloss has furnished the public the following interesting facts and figures:

School children in the state, 700,424; amount derived from tax, \$787,894.32; interest collected on common school fund since last apportionment, \$104,189.09; amount derived from unclaimed fees, \$110.86; total amount reported by counties ready for apportionment, \$892,894.27. The enumeration of 1881 showed 714,223 school children in the state. The decrease in the number of 1882, the superintendent attributes to the more reliable plan of making the enumeration this year than heretofore. Neither the state tax nor the interest is so large as a year ago, showing the valuation to be less. The attorney-general turned over to the superintendent \$6,000 of school revenue for apportionment.

## MISCELLANY.

### STATE BOARD QUESTIONS FOR APRIL.

- PENMANSHIP.**—1. Name the principal objects which should require attention in teaching the art of writing. 10
2. Describe the manner of holding the pen. 10
3. What letter is taken as the unit for measuring the height of letters? 10
4. Into how many classes are the small letters divided? 10
5. Analyze *m*, *h*, and *a*. Name the steps you would observe in conducting an exercise in writing. 10

**NOTE.**—Your writing, in answering the above questions, will be regarded as a specimen of your penmanship, to be marked 1-50.

- ORTHOGRAPHY.**—1. What is a letter? What is the power of a letter? 2 pts, 5 each
2. Of what use are silent letters? 10
3. Into what two general classes are the letters of the English alphabet divided? 10
4. Define accent. When is it called primary? When secondary? Give an example of each. 4 pts, 4, 2, 2, 2
5. How would you teach the sounds of the letters? 10
6. Spell ten words dictated by the superintendent. 5 each

- GRAMMAR.**—1. Give two differences in use between *my* and *mine*. 10
2. *As many as* know how it is done will have no difficulty in parsing *as*. Parse the words in italics. 3-4-3
3. What five uses of the noun may the infinitive have? 10
4. Write a sentence containing an infinitive used as the subject of a verb, and having another infinitive depending upon it. 10
5. Analyze: To speak perfectly well, one must feel that he has got to the bottom of his subject. 10
6. Punctuate:—

Thou too sail on o ship of state

Sail on o union strong and great.—*Longfellow*. 10

7. Correct: The body that was thrown from the carriage, and who was picked up insensible, died. Who was Joseph's and Benjamin's mother? 2 pts, 5 each
8. Name five language exercises suitable to pupils in the Second Reader. 5 pts, 2 each
9. Name the participles of the verb *study*. 10
10. Correct: After I learned my lesson, I took a walk. After the

form we found that the large oak had fell and that it was broke too. 10

NOTE.—If a word to be parsed is wrongly used it should be corrected before parsing. Punctuation includes capitalization and spelling.

THEORY OF TEACHING.—1. What relation does the school hold to the state? 20

2. How can a habit be broken or destroyed? 20

3. What are the principal features of a good school programme? 20

4. Why does the school insist upon regularity and punctuality in the attendance of pupils? 20

5. Why are frequent reviews necessary to ready and accurate knowledge of the subjects taught? 20

PHYSIOLOGY.—1. Describe the material by which the bones of a skeleton are held together. 10

2. Why should exercise be taken at regular intervals? 10

3. Why ought food to be cooked? Give three reasons. 3 pts, 3½ each.

4. In what part of the alimentary canal is fat digested? 10

5. Describe the location of the liver. 10

6. What is ventilation? 10

7. Describe the pulmonic circulation. 10

8. How is the animal heat equalized throughout the body? 10

9. What is the function of the sympathetic system of nerves? 10

10. State the arrangement of the parts of the eye. 10

ARITHMETIC.—1. What is the smallest number of oranges that can be equally distributed between 8, 10, 12, or 15 boys?

proc. 5, ans. 5.

2. What is the value of  $(129 - 76\frac{1}{2}) \times \frac{7}{12}$  of  $(12\frac{1}{4} - 2\frac{3}{4} \times 21\frac{1}{2} \times 6\frac{1}{2})$ ? proc. 5, ans. 5.

3. Write in figures: Six hundred twenty-four millionths; and, a hundred and twenty-four millionths. 2 pts, 5 each.

4. Allowing 21 bricks to a cubic foot, how many bricks will it take to build the walls of a house 30 feet long, 24 feet wide, and 20 feet high, the walls being 1 foot thick, no allowance for openings?

proc. 5, ans. 5.

5. The realty in a certain town is valued at \$350,000, the personal property at \$124,500, and the polls are 1000; what rate of tax must be assessed to raise \$10,640, and pay 5 per cent. for collection, the polls paying \$1.15 each? proc. 6, ans. 4.

6. A square farm contains 40 acres; what is the length of fence on one side? proc. 5, ans. 5.

7. How many feet and inches are there in one kilometer?

proc. 5, ans. 5.

8. A and B can do a piece of work in 20 days; A and C in 15 days; B and C in 12 days; in how many days can all do it?

proc. 5, ans. 5.

9. Which would you teach first, common or decimal fractions? Why?

2 pts, 5 each.

10. A sold goods at 48 cents a yard, losing  $33\frac{1}{3}$  per cent.; at what should he have sold them to gain  $33\frac{1}{3}$  per cent.?

proc. 5, ans. 5.

HISTORY.—1. What is the distinction between history and biography?

10

2. The history of what foreign country is most closely related to our own?

10

3. Tell the story of the invention of the steamboat.

10

4. In what three ways has the United States acquired territory? Give an example of each.

3 pts, 4 off each.

5. What are the political relations of the Indians to the United States?

10

6. Give the early history of California.

10

7. Give the name of an eminent American poet; writer of prose fiction; writer of history. Name an eminent American painter; sculptor.

5 pts, 2 each.

8. Give a sketch of John C. Calhoun.

10

9. Why was the battle of Gettysburg especially important?

10

10. Give the main features of the common school system of Indiana.

10

NOTE.—No answer to exceed ten lines.

READING.—1. Define articulation. Define accent.

2 pts, 5 each.

2. What is expression? How would you teach it?

2 pts, 5 each.

3. How would you drill pupils to secure good articulation?

10

4. What words would you make emphatic in order to give great force of expression in the following:

“What! Weep you when you but behold  
Our Cæsar’s vesture wounded? Look ye here,  
Here is himself, marred as you see, by traitors.”

10

5. What do you regard as the most important ends to be sought in teaching primary reading?

10

6. Read a prose selection. A poetic selection.

2 pts, 1 to 25 each.

GEOGRAPHY.—1. What is meant by the climate of a country? Name the climatic zone in the northern hemisphere.

2 pts, 5 each.

2. Give the direction and principal tributaries of the following rivers: Mackenzie, St. Lawrence, Potomac, Columbia.

4 pts, 2½ each.

3. On what lake or river are the following cities situated: Quebec, Portland, Buffalo, St. Louis, Louisville?

5 pts, 2 each.

4. Where are the Alps? The Himalayas? 2 pts, 5 each.
5. How does the Christian religion differ from the Jewish religion? 10
6. Name the three large lakes which are drained by the Mackenzie. 3 pts,  $3\frac{1}{2}$  each.
7. What river of the United States flows into the Pacific Ocean? Where does it rise, and what is its chief tributary? 3 pts,  $3\frac{1}{2}$  each.
8. Name and locate five capes on the Atlantic coast of North America. 5 pts, 2 each.
9. In what zones do the four seasons occur? 10
10. What three motions has the sea? What causes these motions? 2 pts, 5 each.

## ANSWERS TO STATE BOARD QUESTIONS FOR MAY.

**ARITHMETIC.**—1. Upon the principle that dividing both the numerator and the denominator of a fraction does not change its value.  $\frac{4}{18}$  reduced to its lowest terms is  $\frac{1}{4}$ , and is of the same value still, because in dividing the denominator we increase the size of the parts into which the unit is divided; while in dividing the numerator by the same number we decrease the number of the parts taken in the same ratio.

2. As 4 minutes in time equal 1 degree in longitude, 1 hr. 20 min. 24 sec. in time will equal  $20^{\circ} 6'$  longitude. As the given city is east of St. Louis, its longitude will be  $90^{\circ} 25' - 20^{\circ} 6' = 70^{\circ} 19'$  W. long.

3. Make a measure whose length is equal to five times the diameter of the nickel.

4. As the product results from multiplying together the multiplicand and the multiplier, either of these can be found by dividing the product by the other; therefore  $3\frac{5}{7} \div 3\frac{1}{4}$  gives the answer.  $3\frac{5}{7} \div 3\frac{1}{4} = \frac{26}{7} \div \frac{13}{4} = \frac{26}{7} \times \frac{4}{13} = \frac{104}{91} = 1\frac{1}{7}$ , the answer.

5. Two hundred three and three thousandths.

Two hundred and two thousandths.

Seventy and three thousandths.

Four hundred and four hundredths.

Eight hundred and seventy-nine thousandths.

6. As  $\$25. = 120\%$  of cost of the first cow, that cow cost  $\$20\frac{2}{3}$ . As  $\$25. = 80\%$  of cost of second cow, that cow cost  $\$31\frac{1}{4}$ . As both cows cost  $\$20\frac{2}{3} + \$31\frac{1}{4}$ , or  $\$52\frac{1}{12}$ , and were sold for  $\$50$ , he lost  $\$2\frac{1}{12}$ , which are  $4.1 + \%$  of cost.

7. The goods cost the *amount* of the bank note of maturity, which equals its face plus the interest on the face for 63 days at  $6\%$  per an.; therefore the cost is  $\$7200 + (\$7200 \times \frac{63}{360} \times \frac{6}{100}) = \$7275.60$ . Ans.

8. As  $\$2 = \frac{1}{10}$  of the cost, the cost will be  $\frac{1}{10}$  of  $\$2$ , which are  $\$2$ . Ans.

9.  $\frac{63}{112}$  reduced to its lowest denomination is  $\frac{9}{16}$ , the square root of which is  $\frac{3}{4}$ .

10. The capacity of the cylinder will equal the product resulting from multiplying a sum representing the area of its head by a sum representing its height, both in ft.; therefore its capacity will be  $3^2 \times 3.1416 \times 8 = 226.1952$ .  
Ans. 226.1952 c. ft.

READING.—1. In the cultivation of the voice, three things may very properly be considered: position, articulation, modulation. A proper position is to be secured in the pupil by the good example of the teacher, by suitable calisthenic exercises for a proper control of the needed muscles, and by practice of breathing exercises. A distinct articulation is to be secured by careful practice of vocals, aspirates, and subvocals, singly and in combinations; by frequent drill in the avoidance of the more common errors in the way of slurring, combining, or omitting sounds and syllables; and by constant use of the dictionary. Modulation, having reference to quality, time, pitch, can only be secured by thorough study of the thought to be expressed and by earnest efforts to express that thought naturally. Nothing is more admirable in a teacher or pupil than a full, rich, well-controlled voice, so well cultivated that its very art seems natural.

2. Cadence has reference to the inflection used at the close of a sentence. It may or may not be a falling inflection, according to the thought conveyed.

3. Inflections, or slides are the movements of the voice in uttering thoughts. Direct interrogative and dependent sentences, for instance, usually require an upward slide at the close; independent and indirect interrogative sentences, usually require a downward slide at the close. Should the two inflections or slides be required in the same sound, the combination is called a *circumflex*. Example: "Man never is, but always to be, blest."

4. Enunciation has reference to distinctness of utterance; pronunciation, to proper vocalization and accentuation. A person may pronounce a word properly, and yet enunciate it so poorly that he is not understood.

5. The tone of the good reader is natural, not artificial; his expression is intelligent, not mechanical; his position and movements are in harmony with the selection, not careless and antagonistic; and his voice is well cultivated. Three things secure these: example, drill, practice.

ORTHOGRAPHY.—2 and 3. The elementary sounds are more numerous than the letters, as one letter, by the use of diacritical marks, may represent several elementary sounds; as, *ā, ă, ã, â, a, â*. The other distinct sound of *a* is an equivalent for short *o*, as in *what, wallow*.

4. A compound word is the combination of two or more simple or derivative words. The parts are sometimes separated by a hyphen, at other times not; as, *sister-in-law, blackboard*.

5. Spelling is essentially an analytic process, the accuracy of which depends either upon memory or upon association, or both. With young pupils, good oral spelling is entirely due to the cultivation of the memory and to drill. With pupils of more mature minds, some instruction in the etymology of words, their origin, history, primary and secondary meanings, etc., may add interest to the spelling lesson as well as aid the recollection by association. In the work of the class, the pupil should pronounce the word distinctly before spelling it by syllables. The consecutive method is not good, either as to pupils or as to words assigned, as the former may lead to inattention and the latter to a preparation of a part of the lesson only. A good old-time spelling-match occasionally will cause some to obtain words they would not otherwise get, as well as be a gratifying relief from the routine of the school.

GEOGRAPHY.—1. Longitude is distance, either east or west, from any given meridian. We reckon from the one which passes through Washington, and from the one which passes near Greenwich.

2. The natural divisions of land are continents, islands, peninsulas, isthmuses, capes, promontories, mountains, plains, hills, and valleys. They are formed by nature.

3. Physical Geography is the science which treats of the natural divisions of the water, the land, the atmosphere, and of all organic life.

4. There are five distinct races; viz, Caucasian, Ethiopian, Mongolian, Malay, and the American.

5. Amazon, Rio de la Plata, San Francisco.

6. New York, situated at the mouth of the Hudson; Philadelphia, on the Delaware River; Brooklyn, opposite New York, on Long Island; Chicago, on Lake Michigan; and Boston, at the head of Massachusetts Bay.

7. The plateau of the Andes is an extensive tract of lofty table land, between parallels  $3^{\circ}$  and  $15^{\circ}$  north latitude, with an elevation of nearly 13,000 feet.

8. The surface of Newfoundland is rocky and barren. The coast is indented with deep inlets, which afford many good harbors. It is noted for its fisheries.

9. The Bay of Fundy is noted for its high tides. The tides here are the highest in the world, often rising to the height of seventy feet.

10. Capes May and Henlopen are at the entrance of Delaware Bay; Capes Charles and Henry are at the entrance of Chesapeake Bay.

U.S. HISTORY.—1. In the new *Encyclopedia Britanica* History is defined as "the prose narrative of past events, as probably true as the

fallibility of human testimony will allow." Of a very different kind is Kant's definition, viz: The History of Man, or history proper, is the "narrative of the phenomena of the freedom of the will, or of the constant evolutions of the primary elements of human nature." History can not be understood except through the notion of unity. There must be the unifying spirit or life that animates the entire community, and gives organization and direction to its efforts. Of this life the state's government, laws, education, religion, industrial pursuits, are so many manifestations and signs. With us this vital principle is called liberty—freedom to develop our individual natures, intellectual and moral, toward perfection. This is what Kant means. All rational and worthy efforts in man are toward the realization of an enlightened and free will. History is the story of human life, and hence its intense interest and supreme importance. United States History is the story of the most momentous and most hopeful experiment of human freedom. History finds its highest unity and vivifying principle in the conception of a divine plan and providence in the guiding and training of man.

2. United States History may be divided into: (1) The Colonial period, or period of independent colonies, with little or no political relations between them. (2) The period of the Confederation, during the revolutionary war, and times adjacent. (3) The period of the Constitution, since 1789.

10. Indiana is now fifth in rank among the States of the Union, in population, being outranked by New York, Pennsylvania, Ohio, and Illinois.

#### THEORY OF TEACHING.

*Question*—What class of pupils should never be subjected to punishment by whipping?

*Answer*—This question seems to imply that there is a class of children who should never be whipped. Many would make this class to include all children, contending that no child should ever be punished in this manner. The great variety of motives to good behavior which are now at the command of the intelligent teacher, make resort to the rod unnecessary and improper, except in extreme cases. And the opinion is held by many that even in these cases it is better that the child be removed from the school than that he be controlled by whipping him.

Whipping belongs to that class of motives to action that regard both the emotions and the senses. The pleasure and pain of the senses have always been recognized as powerful motives to action. The pain of hunger and thirst, physical inactivity, and the like, and the pleasure of muscular activity, of the gratification of the appetites, etc., are purely motives of sense. Punishment by whipping, in so far only as it produces painful sensations by the injury done to the

tissues of the body, is a motive of the same class. From this point of view it may not be a less appropriate punishment to whip a child than to send him to bed hungry. Both cause physical pain.

But there is another class of motives known as emotions, which produce pleasure and pain of a different kind. They are, on the one hand, self-esteem, honor, pride, love of praise, sympathy, affection, love of power, love of knowledge, love of activity, love of the good, the right, and the beautiful; and on the other, fear and terror, hatred, envy, anger, dispraise or reproof, disgrace, humiliation, and the like. These are motives of a higher class than mere sensation, and when active are much more powerful incentives.

Some of these are proper and some of them are improper motives for the teacher to employ. Some of these emotions become active at an earlier stage in the child's growth than others. The pleasure resulting from praise and activity, and the pain produced by reproof are among these. Feeling of honor, and of dishonor or disgrace develop later. The fear of pain is a natural and proper incentive to action. All punishment is punishment because it produces pain.

The teacher must choose from the different kinds of pain that it is in his power to inflict, such as will be helpful and not harmful to the proper development of character. Any punishment that results in a loss to the person receiving it of a proper self-respect—in a conviction that he has been dishonored or disgraced—is an improper punishment.

"Honor is a nice sense of what is right, just, and true, with a course of life corresponding thereto." Wordsworth defines it to be:

"The finest sense  
Of injustice which the human mind can frame,  
Intent each lurking frailty to disclaim,  
And guard the way of all life from all offense  
Suffered or done."

Any punishment that is the natural result of the offense committed can not be dishonorable. The dishonor is in the offense, not in the punishment; it is in the *doing*, not in the *suffering*.

Punishments that hold this relation to offenses are called "characteristic punishments." All retributive punishments are in a sense characteristic punishments. They are punishments in which a "person's deed returns upon himself"—he reaps what he has sowed. Such are the punishments which the state inflicts upon the responsible citizen. They have for their immediate purpose, not the reformation of the offender, not the prevention of crime, but the enforcing of justice. Every man's deed, with all of its attendant consequences, belongs to him. He must have it all.

But there is a stage of growth in every human soul where he is not responsible—when, because of his ignorance, and his undeveloped nature, it would be unjust that the fullness of his deed should

be returned to him. This is the age of pupilage. He must be controlled—must be protected from himself.

In this state punishments are not necessarily retributive—though it is best to make them as nearly characteristic as the needful restraint of the child will permit. Those great thinkers, like Spencer and Rousseau, who advocate the punishment of consequences or retributive punishment for children, are compelled to admit the necessity of more positive restraints in what they call extreme cases.

Corporal punishment is one of those forms that can not be classed among characteristic punishments. There is no natural sequence between the offenses usually committed by children and flogging. Whether this kind of punishment may be inflicted depends upon the kind of emotions that may be caused by it. When the sense of honor has awakened in the soul, whipping is harmful; nor is it necessary; for the existence of this sense of honor is evidence that those feelings are active which, if properly appealed to, are more powerful incentives to obedience than is mere physical pain.

This sense of honor develops earlier in some children than in others. The teacher, if he is fit to be a teacher, must be able to discover what are the motives to action that are controlling in each individual child, and treat him accordingly.

[ Answers to Questions in April No. ]

U. S. HISTORY.—1. The most prominent characteristic of U. S. History is, that it is a history of self-government. Some other nations have developed a good deal of self-government in the course of their history, and have modified their institutions accordingly; but the United States began its history with this conscious and avowed purpose, and it has never been lost sight of.

2. The United States has engaged in war, (1) For independence; (2) In maintenance of the freedom of her ocean commerce; (3) To resist encroachment and settle her boundaries; (4) To suppress rebellion.

10. History is most closely associated with Geography, and the study of history should be preceded and accompanied by the study of geography.

PENMANSHIP.—1. Main slant is the fundamental slant in writing. It forms the main line, in twenty-two of the twenty-six small letters of the alphabet. A slant of  $52^{\circ}$  is called the main slant; a slant of  $30^{\circ}$  is called the connecting slant, because generally used in upward strokes.

2. The small *i* is the unit for measuring the height of letters. The horizontal distance between the two straight lines of the small *n* is taken as the unit for measuring the width of the letters.

3. The object of the study and practice of the principles, in learning to write, is to simplify the forms of letters; to give a standard of uniformity; to educate the taste.

4. The height of *t, d, p*, is two spaces.

5. *i, u, m, n, x, v, w, o, a, c, e, r, s.*

*t, d, p, q, h, k, l, b, f, j, g, y, z.*

## ANNUAL MEETING OF CITY SUPERINTENDENTS.

Pursuant to a call of Hon. John M. Bloss, Superintendents of about twenty cities met in the Library building, Indianapolis, on the morning of April 26, 1882, in regular conference upon matters pertaining to city school systems.

Upon consultation it was decided to occupy the forenoon in visiting the city schools, and meet again for reports and discussion in the afternoon.

At two o'clock the meeting was called to order by Supt. Bloss, in the chair. Supt. Tarbell, upon behalf of the committee from last year, (Messrs. Tarbell, Study, and Charlton), submitted a Course of Study for elementary schools, which, as amended and finally recommended by superintendents for trial, is as follows:

### COURSE OF STUDY.

[NOTE.—This course is designed only as an expression of opinion as to a course generally applicable to the graded schools of the state.]

#### ARITHMETIC.

*First Year*—1. Addition and Subtraction; no number or result to exceed 10. 2. Grube Method to 5, inclusive. 3. Reading and Writing numbers to 100. 4. Learning numbers less than 100, ending in "0" or "5." 5. Addition to each of these last, of 1, 2, 3, 4.

*Second Year*—1. Addition of 1, 2, 3, 4, to *all* numbers under 100. 2. Addition and Subtraction without results to 20. 3. Grube method to 15, inclusive. 4. Reading and Writing Numbers to 1000. 5. Roman Notation as far as used in Readers.

*Third Year*—1. Addition and Subtraction continued. 2. Multiplication by 2, 3, 4, 5; Division by the same. 3. Arabic Notation to 100,000. 4. Roman Notation as far as is used in Readers.

*Fourth Year*—1. Addition and Subtraction finished. 2. Multiplication and Division finished. 3. Tables: Long, Dry, Liquid, Time, Avoirdupois. 4. Federal Money. 5. One-step reductions of Denominate Numbers included within the above tables.

*Fifth Year*—1. Properties of Numbers. 2. Common Fractions. 3. Denominate Numbers.

*Sixth Year*—1. Decimals. 2. Elements of Percentage. 3. Simple Interest.

*Seventh Year*—1. Advanced Work in Fundamental Rules. 2. Fractions: Common, Decimal. 3. Denominate Numbers.

*Eighth Year*—1. Percentage and its applications. 2. Ratio and Proportion. 3. Involution and Evolution. 4. Mensuration.

#### READING.

*First Year*—1. First Reader. 2. One Supplementary First Reader.

*Second Year*—1. Second Reader. 2. One Supplementary Second Reader.

*Third Year*—1. Third Reader, one-half the book. 2. One Supplementary Third Reader.

*Fourth Year*—1. Third Reader, completed. 2. One Supplementary Third Reader.

*Fifth Year*—1. Fourth Reader, half the book.

*Sixth Year*—1. Fourth Reader, completed.

*Seventh Year*—1. Fifth Reader, half the book.

*Eighth Year*—1. Fifth Reader, completed.

#### SPELLING.

*Years 1 to 4, inclusive*—Words from Lessons.

*Years 5 to 8, inclusive*—1. Words from Lessons. 2. Selected Words from Speller or Spellers.

#### WRITING.

*First Year*—On Slates, with long pencils.

*Second Year*—On Tracing Book, with pen and ink.

*Years 3 to 7, inclusive*—1. In Copy Books, with pen and ink. 2. Exercises to be daily.

#### GEOGRAPHY.

*Third Year*—1. Reading an Introductory book. 2. Reproduction of the thought in oral or written recitations.

*Fourth Year*—1. First Book, one-half the book.

*Fifth Year*—1. First Book, completed.

*Sixth Year*—1. Second Book: North America, South America.

*Seventh Year*—1. Second Book, completed by middle of the year.

#### GRAMMAR.

*Years 3 and 4*—Oral Language Lessons.

*Years 5 and 6*—Written Language Lessons.

*Years 7 and 8*—Grammar Completed.

#### UNITED STATES HISTORY.

*Seventh Year*—Text-book, (half the book, latter part of the year.)

*Eighth Year*—Text-book, (completed by middle of the year.)

#### PHYSIOLOGY.

*Eighth Year*—Text-book, (completed, latter half of the year.)

The discussion upon the Course of Study was spirited, and continued through Thursday P. M. and Friday. The following statistics were recorded as measuring the sentiment of Superintendents upon the several questions indicated:

8	Superintendents have an Oral Science Course.
4	" " English Grammar finished in the High School.
11	" " Physiology taught in Eighth Year.
12	" precede the text (Geog.) by a study of Local Geography.
12	" use a Spelling Book.
9	" begin Diacritical Marking in First Year.
5	" begin Diacritical Marking in Second Year.
6	" begin Diacritical Marking in Third Year.

An evening session was held on Thursday at the Parlors of the Grand Hotel, at which about thirty were present. The time was chiefly taken up in a discussion of "School Examinations" and their accompanying requirements.

3	Superintendents reported daily Class Markings in use.
10	" " adversely to daily Markings.
3	" use modified forms of Class Markings.
8	" send to parents regular weekly, monthly, or term reports of pupils' standing.

After a somewhat lengthy, but vigorous consideration of the question, it was voted as the sentiment of the meeting "that promotions should be made upon the combined estimates of teacher and superintendent; at least one of which estimates should be based in part upon written examination."

The following miscellaneous business was transacted:

Upon motion, a committee of three, consisting of Messrs. Bloss, chairman, Wiley and Zeller, were appointed to arrange place, time, and programme for next year's meeting.

J. J. Mills, Temple H. Dunn, and R. G. Boone were appointed a committee to prepare and report to next meeting a Course of Study for High Schools.

By motion, it was voted to request the Editor of the *School Journal* to publish the proceedings of this meeting.

#### NAMES OF SUPERINTENDENTS REPRESENTED.

Wm. H. Wiley, Terre Haute; R. G. Boone, Frankfort; D. S. Kelley, Jeffersonville; A. R. Van Skiver, Oxford, Ohio; J. H. Martin, Madison; J. J. Mills, Indianapolis; J. A. Zeller, Richmond; R. A. Townsend, Vincennes; W. H. Banta, Valparaiso; J. L. Lucas, Brownstown; J. W. Caldwell, Seymour; J. K. Waltz, Logansport; F. Treudley, Union City; John P. Mather, Warsaw; Temple H. Dunn, Leb-

anon; D. D. Blakeman, Bedford; R. A. Chase, Plymouth; R. S. Page, Shelbyville; Miss Nebraska Cropsy, Indianapolis; P. A. Allen, Bluffton; H. S. Tarbell, Indianapolis; S. E. Miller, Michigan City; J. L. Rippetoe, Connersville; J. M. Study, Greencastle; J. R. Starkey, Martinsville; J. C. Smith, Raysville; L. T. Farabee, Plainfield; A. H. Elwood, Warsaw.

The following persons were also in attendance: E. E. White, La Fayette; W. A. Bell, J. M. Olcott, J. H. Smart, Indianapolis; Geo. P. Brown, Terre Haute.

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### ILLITERACY AND NATIONAL AID.

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[Interview with Hon James H. Smart, after his return from the National Superintendents' Convention at Washington City, reported in the *Indianapolis Times*.]

"Do you think that Congress will pass the \$5,000,000 appropriation for educational purposes?" asked a *Times* reporter a day or two ago, of ex-State Supt. James H. Smart, who had just returned from the meeting at Washington of State and City Superintendents, called especially to consider the propositions for national aid for the illiterate and neglected portions of the State.

"No, I think not," replied Mr. Smart. "Judging from the diversified views of public men upon the subject—not so much as to the need for aid, but how best to give it.

"There are three propositions pending," continued Mr. Smart. "Those of Senators Logan, Teller, and Blair. The bill that commends itself to the favor of most of the prominent educators of the country is that of Senator Blair, of New Hampshire, who is the chairman of the Senate Committee on Education. It appropriates \$15,000,000 out of the National Treasury the first year after its passage, \$14,000,000 the second year, and so on, decreasing a million dollars each year. The money is proposed to be distributed among the States upon the basis of illiteracy, as shown in the census of 1880. This is to be used for teaching purposes only, and not for the erection of school houses. My principal objection to the Blair bill is that it provides for the appointment of a United States officer for each State at a salary of \$3,000 a year to supervise the distribution of the fund in the several States. I think the money ought to be used through the machinery of the State educational systems, as the establishment of two sets of school officers in each State would be cumbersome and inconvenient, and would divert too much of the money from its real object."

"Where is the most of the ignorance located?"

"The South will receive the larger proportion of the grant as a matter of course. Of the five millions of persons over ten years who can not read, over four millions are found in the Southern States, and something over three millions in nine of those States; Georgia has 446,000, Tennessee 394,000, Alabama 370,000, North Carolina 368,000, Virginia 360,000, South Carolina 321,000, Mississippi 315,000, Louisiana 297,000, and Kentucky 258,000. By reason of the shrinkage of values and the loss of property consequent upon the result of the war, the South has not been able to cope with its illiteracy. Most of the States have very large debts, and are utterly unable to furnish an adequate remedy for the evil which exists among them, and which their most intelligent statesmen, I know from conversation with them, recognize as fully as any Northern men. In quite a number of the Southern States the school tax is a larger per cent. upon the wealth and property than in the Northern States. In some of them the tax levied last year was  $3\frac{1}{2}$  per cent. on the valuation, and the limit of taxation has been reached. From careful personal investigation I am prepared to say that I am surprised at the extent of the work that has been accomplished in furtherance of common schools in the South within the last ten years. This is especially the case with Georgia, South Carolina, and Florida."

#### AN EQUAL CHANCE FOR THE NEGRO.

"You objected just now to the Federal supervision proposed by the Blair bill. How is it to be ascertained that the State Governments will treat the colored people fairly in case of the fund?"

"In all of the Southern States the negro is given equal advantages with the whites—that is so far as the requirements of their laws are concerned—under the laws they are equal. That, however, might not be all that was required to give the negroes their fair chance. I find, however, that so much has been done by the State Governments as to lead to the belief that most of them earnestly desire the spread of free education among the colored people. During the year 1879, for instance, nine of the Southern States spent over four million dollars on tuition alone, being an average of \$459,000 for each State, besides which a much larger proportionate amount must have been spent in the erection of school buildings, as at the close of the war they found themselves with few or none. The Southern educational men also impressed me with the feeling that the school interests will be safe in their hands, and the intelligent men, the leaders of public opinion, realize that the education of the illiterates, both blacks and whites, is an absolute necessity for the South. But I would not let the South have national aid without requiring such pledges and supervision as would insure the proper use of the money." \* \* \* \*

"What proportion of the money would go to the South?"

"The first year, if the appropriation was \$15,000,000, the South would get \$11,750,000. Indiana would get as her proportion on the ground of illiteracy, \$210,000; Ohio, 261,000; Illinois, \$291,000. It is noteworthy that Indiana would get less on the score of illiteracy than Massachusetts, the latter State's proportion being \$228,000. The ground upon which the United States is asked to interfere is not altogether or principally for the sake of the illiterate themselves, nor for the benefit that will accrue to individual States. We ask it on the ground that ignorance behind the ballot in one part of the country endangers the freedom of the people of every other section. We say that Indiana is endangered to-day from the illiteracy of Georgia, where there are at this time not less than 80,000 voters who can neither read nor write. I met many of these while traveling through the State last summer. One of them I talked with in a railroad car. He was a fine, bright looking negro, well dressed, was thirty-eight years old, and I found that he was the owner of considerable property. But he could not read or write; he could not tell me who was elected President of the United States in 1880, nor who he voted for nine months before for President, didn't know who was the Governor of his own State, and thought England was one of the United States. It is such ignorant voters as these that make laws that govern us, and therefore we suffer from their ignorance. We ask relief for our own sakes, therefore, as much as for the sake of the people of Georgia and the other Southern States. What is done should be done promptly, because with nearly 5,000,000 of persons over ten years of age in the United States—one-tenth of the population—who can not read, the demand for relief is urgent. The average school age of persons over ten years of age is less than four years, and, therefore, unless relief comes speedily but few of these five millions will receive any benefit from it."

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THE INTER-STATE ORATORICAL CONTEST was held in Indianapolis May 3d. The states represented were Illinois, Indiana, Ohio, Minnesota, Iowa, and Wisconsin. The speakers and subjects were as follows: J. E. Jesson, Ohio, "The Common Man"; W. W. Clark, Minn., "The Jews"; Arthur J. Craven, Iowa, "The Cause of the Gracchi"; H. S. Fiske, Wis., "The National Mind"; F. G. Hanchett, Chicago University, Ills., "The Old and New Civilization"; C. L. Goodwin, Indiana University, "The New Emancipation, Woman Suffrage." Hanchett took the first prize, Craven the second, and Goodwin the third.

At the conclusion of the exercises the various Greek societies held banquets, which were largely attended.

The Chicago office of Cowperthwait & Co. has been removed to 153 Wabash avenue. Francis S. Belden is the Western Manager.

The County Superintendents will hold their annual convention in Indianapolis June 20, 21, 22. A large attendance is expected. See full programme in last month's Journal.

QUERY.—Is it correct to read the word *and* anywhere except between the whole number and the decimal?

Read correctly: 42687; 4268.7428; 426.4268½.

R. A. Townsend, Supt. of the Vincennes schools, recently visited the coal mines of Daviess county with his geology class, numbering 32. D. E. Hunter and friends gave them a cordial reception.

PURDUE UNIVERSITY.—Commencement, June 8th; graduates, 9; post graduates, 1; total matriculation for the year, 240. A School of Mechanical and Civil Engineering will be opened next fall.

SPENCER.—Contests in Declamation, by the pupils of the schools at Spencer, were held on the evenings of May 4th and 5th. First prize each evening was \$5 in gold; second and third prizes, \$2.50 in gold, each.

QUESTION.—Can you tell me why Mr. Ped A. Gog does not succeed better as a teacher?

Answer.—Yes. He is relying on the little stock of goods with which he began business.

DAVIESS COUNTY.—A teacher in Daviess county, in answer to the question, "Have you attended teachers' institutes?" answered, "No, I don't have to; I have taught twelve years, and know all about it." That teacher is ready to die — as a teacher. Supt. Geeting is on his track.

STATE UNIVERSITY.—Commencement June 14th; Address before the University Y. M. C. A., by Pres. Joseph F. Tuttle, of Wabash College, June 11th; Annual Address before the Literary Societies, by Rev. Oscar C. McCulloch, of Indianapolis, June 12th; Alumni Address, by Hon. Geo. D. Wise, of Richmond, Va.

PRESIDENT ARTHUR'S CABINET.—As several changes have recently been made in the President's Cabinet, it is given below as now constituted:

Secretary of State, Fredrick T. Frelinghuysen, of New York.

Secretary of Treasury, Chas. J. Folger, of New York.

Secretary of War, Robert T. Lincoln, of Illinois.

Secretary of Navy, William E. Chandler, of New Hampshire.

Secretary of Interior, Henry M. Teller, of Colorado.

Postmaster General, Timothy O. Howe, of Wisconsin.

Attorney General, Benjamin H. Brewster, of Pennsylvania.

The thirty-first meeting of the American Association for the Advancement of Science will be held at Montreal, Canada, beginning August 23d. For full programme and particulars address F. W. Putnam, Salem, Mass.

**NORTH-WESTERN SUMMER NORMAL.**—A summer Normal on a large scale is planned to be held at Petoskey, Mich., beginning July 12th, and closing August 16th. This is a popular summer resort. Address C. M. Gayley, Ann Arbor, Mich.

H. B. Hill, in his address to the trustees of Dearborn county, among other valuable suggestions, makes the following:

"There are but few townships in the county but what can get along with one or two school houses less than they now have if the houses were properly located. By cutting off those districts that can be dispensed with, you save not only the expense of teaching those schools, but you save the cost of the school house and all the incidental expenses."

The same statement might be made of almost any county in the state.

**HOWARD COUNTY.**—The basis for the pay of teachers in Howard county is as follows:

70 to 75 per cent., \$1.25 per day.  
 75 to 80 per cent., multiply average by 2.  
 80 to 90 per cent., " " by 2½.  
 90 to 100 per cent., " " by 2½.

Each teacher must contract with the trustee of his township before he commences his school, and the contract can not be changed after the school is once commenced.

**ANSWERS TO QUERY.**—I would write 56½ ten-thousandths in figures thus: .0056½. It may also be written .005625, but is not then read ten-thousandths. Several teachers sent the above.

Several pupils from J. M. Carter's school, Lyons Station, sent the following answer: 56½ ten-thousandths = .0056½ = .005625; or,

$$\frac{56\frac{1}{2}}{10000} = \frac{225}{40000} = \frac{9}{1600}. \quad \text{Ans. } \frac{9}{1600}, \text{ or } .005625.$$

**HANCOCK COUNTY.**—The teachers of this county made their 2d annual exhibition of school work in Greenfield, April 30th. Of the 113 schools 65 were represented. More than 1800 pupils had a hand in the work. There were about 500 miscellaneous drawings, 800 maps, and 10,000 pages of examination papers. The editor of the Journal was present, and bears cheerful testimony to the undisputed merit of the exhibition. It was the largest and best county exhibition he has yet seen. It must result in great good, and is worthy of imitation in other counties.

## PERSONAL.

Samuel Lilly remains at Gosport.

J. W. Stout is to stay next year at Greenfield.

J. C. McCargar is in charge of the schools at Loogootee.

W. D. Farley will remain at North Manchester next year.

J. A. Zeller will remain in charge of the Richmond schools.

E. H. Butler will remain at Winchester at an increased salary.

W. S. Wood has been re-elected at Seymour at a salary of \$1250.

L. J. Hancock will remain in charge at Rochester the coming year.

D. B. Sherry is elected to take the schools at Brownsburg next year.

T. G. Alford, Supt. of the Vevay schools, will work in institutes this summer.

W. B. Dimon is to be his own successor as superintendent of the Crown Point schools. He is conducting an educational column in his city paper.

B. B. Harrison, a graduate of Oberlin College, will be superintendent of the schools at Waterloo next year.

J. W. McBroom, Supt. of the Covington schools, has published a little book of "Chapel Carols," which does him credit.

C. E. Revis, a teacher of Tippecanoe county, was seriously, if not fatally injured by attempting to leap from a train at Culver's Station, May 9th.

Calvin Moon's name should have appeared on the superintendents' programme last month, in connection with the subject "Class and Grade Book."

A. C. Shortridge, for many years Supt. of the Indianapolis schools, and well known to the teachers and superintendents of the state, proposes to give a part of the summer to institute work. His address is Indianapolis.

D. Moury, formerly supentendent of Elkhart county, now principal of the normal department of Central Tennessee College at Nashville, has been making a trip through the "Sunny South," lecturing on "Normal Methods."

C. O. Thompson, who has for years been at the head of the school of Technology at Worcester, Mass., has accepted the presidency of the Institute of Technology to be opened next spring at Terre Haute. Through the energy and ability of Prof. Thompson the Worcester school has taken rank with the best schools of its class, not only in this country but in the world. Some idea of the estimate placed upon Mr. Thompson's abilities may be gained from the fact that he is to receive a salary of \$4000 and residence free, is to have nearly a year's leave of absence in Europe, expenses of moving, and permission to select his own faculty.

## N O R M A L S .

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W. J. Williams and L. J. Hancock will open a 5-week Normal at Rochester, July 18th.

A Normal will be opened July 17th, in Bloomington, by Messrs. Houghton, Beck, and Woodburn.

The Daviess county Normal, conducted by D. E. Hunter, will open June 19th, for a term of seven weeks.

A 5-week Normal will be held at Greenfield, beginning July 17th, conducted by R. A. Smith, J. W. Stout, and J. W. Smith.

The Lake county Normal will begin at Crown Point July 5th, and continue eight weeks. County Supt. Cooper will have charge, assisted by W. B. Dimon.

A summer Normal will be held in Williamsport, beginning July 31st and continuing 4 weeks, to be followed by the County Institute. A. Nebaker, county superintendent.

A. G. Netherton, Supt. of Knox county, will hold a series of Normals in his county as follows: "At San Pierre, May 22d, six weeks; at Knox, July 17th, seven weeks; at North Judson, September 11th, six weeks."

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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### WHAT ARE HELIOTYPES?

Literally they are "sun prints." Heliotypes are both photographs and prints; that is, a heliotype is a photograph mechanically produced, and at the same time a print having a chemical origin. Photographs are produced in evanescent materials, and after a time invariably fade; Heliotypes are printed with permanent printers' ink, made of lampblack and oil, and can never fade. The Heliotype is, then, a photo-mechanical print, possessing the exactness of a photograph and the permanence of common printing. Heliotypes are printed from thin sheets of ordinary cooking gelatine, hardened by bichromate of potash and chrome alum. Gelatine absorbs cold water and expands; it dissolves readily in hot water. The alum bichromate and gelatine are mixed in proper proportions and the hot solution poured on a level plate of metal and left to dry. The dry sheet of gelatine is stripped off, placed in contact with a negative

plate, and the two exposed to light, with the negative uppermost. The bichromate makes the gelatine sensitive to light, so that wherever the light reaches it, the gelatine is converted into a leathery water-proof substance; the parts untouched by light still absorb water. The light shines through the translucent parts of the negative and water-proofs the gelatine under them; the opaque portions of the negative protect the gelatine under them, so it is still absorbent. The result is a thin, flexible sheet of gelatine, part of which absorbs water and part does not, the water-proofed portion being the image it is designed to represent.

The sheet is wetted and the ink roller passed over it; the wet parts repel the ink because of the grease with which the coloring matter is mixed, while the water-proofed parts retain the ink and impressions are taken as in an ordinary printing press.

The gelatine plate can be made in an hour; from it 1500 to 2000 impressions can be taken, at the rate of two to four hundred daily; these prints have the literal faithfulness of the photograph, are more permanent, and far cheaper; they require no mounting, but come from the press with clean margins ready for binding or framing.

This process is valuable for book illustration, for scientific record, and for the reproduction of old or rare engravings. The latter are sold at a dollar each, and bring the works of the great masters of art within the reach of every home. James R. Osgood & Co., 213 Tremont street, Boston, have a collection of 300 reprints, and will forward catalogue to any applicant.

#### CHARLES DARWIN.

Charles Darwin, the eminent naturalist, traveler, author, and philosopher is dead. He passes into history as the great apostle of the doctrine of evolution, which the Germans Goethe and Oken, and the Frenchmen Lommarck and St. Hilaire had indicated as the most reasonable doctrine of the differentiation of species and the supreme principle of explanation in Anthropology.

This protean idea of the development of the complex from the simple has permeated the scientific mind and is applied to those departments of knowledge which, at first thought, seem to be farthest removed from the domain of natural history, in which Darwin worked.

Its utility in the organic kingdom, in physical and social science, in morals and in education, has been the subject of extensive treatises. Sir Charles Lyell accepted the evolution hypothesis in the 11th edition of his *Geology*, after long combating it. Only Agassiz and Josiah Cook, of Harvard College, among American scientists of note, have opposed evolution. It has modified profoundly the methods of science, and in the whole history of science there is not so remark-

able an instance of a theory, at first condemned as false and absurd, coming into such general acceptance within the lifetime of its most eminent developer.

It has permeated modern thinking, and is the dominant thought of the 19th century. That evolution which Tennyson, in the closing couplet of "In Memoriam," characterizes as the

"One divine far off event  
To which the whole creation moves,"

should receive its name from Darwin, is only another example of the power of a great mind working consistently to one end through a long lifetime, to stamp itself imperishably on the thought of the world.

#### MAMMOTH CAVE.

Prof. H. C. Hovey is studying American Caves. He has visited 50 of the 83 avenues of Mammoth Cave. In the hottest season the air does not exceed 56° F. The lowest temperature noted was 33° F. Prof. Hovey speaks of the immense saltpeter works instituted during the war of 1812, whence tons of salt were carried to Philadelphia on mules and by ox-carts, for the making of gunpowder; the debris of these works still exist as great heaps of lixiniated earth, from which the salt was drained.

The best description and map of Indiana's mammoth cave—Wyandotte—is to be found in the State Geological Report for 1879, by Dr. John Collet.

#### MICROSCOPE.

"The Microscope and its Revelations," is the title of the 5th edition of Dr. Wm. B. Carpenter's elaborate work on the microscope. Any one interested in microscopy can not afford to be without it; every one who reads this book will want a microscope. The ease and clearness of Dr. Carpenter's style, when writing of physiology, psychology, or zoology, are well known to every student of nature.

Of the book 266 pages are given to the construction, forms, properties and handling of the instrument, and 600 pages to its applications in the world of life. It is profusely illustrated, 26 plates and 500 cuts, and the net cost is \$5.00. P. Blackiston & Co., Philadelphia.

The most prominent objection to this book, offered by Americans, is the studied neglect of any descriptions of accidental inventions of accessories and better forms of maps and charts. The abundance of worn-out illustrations in this edition is no credit to the Messrs. Churchill, who have printed so many elegant scientific works heretofore.

## BOOK TABLE.

*Patterson's Elements of Grammar, with Practical Exercises*, published by Sheldon & Co., Cyrus Smith, Indianapolis, agent for Indiana, is now on our table, and will receive early attention.

The June *St. Nicholas* contains a picture of Longfellow as a frontispiece; also two articles on "Longfellow and the Children," by Lucy Larcom, and "Longfellow's Last Afternoon with Children," by Hezekiah Butterworth.

*Model School Readers*. New York and Chicago: Sheldon & Co, Cyrus Smith, Indianapolis, agent for Indiana.

The First, Second, and Third of this series of Readers are now out. The First contains 98 pp., and is so arranged that any method of teaching reading may be employed. A combination of the word and phonic methods is preferred and recommended. The new words in each lesson are printed in bold-faced type. The selection of words and sentences seems to be excellent, and the illustrations are all that can be desired. Script letters are early introduced, and before the completion of the book, all the letters, both capital and small, are employed.

The Second book contains 180 pp., and follows the First without a break. It employs script freely, and encourages original composition. The selections are in excellent taste, and the illustrations are superior.

The Third is what might be expected after examining the first two. The publishers have done their part in a manner beyond our criticism. This series of Readers, in point of merit, certainly must take rank among the best published.

*Our Teachers' Guide and Scholars' Help*, is the name of a Sunday school quarterly, published at Dayton, O., by Rev. A. W. Coan. It is one of the very best papers of the kind we have seen. The old and new versions of the scripture lessons are given in parallel columns, which is a great convenience. The "notes" on the lesson are very helpful. The summation of points learned are excellent. The review questions are very helpful to both teacher and pupil. The introductory suggestions and the authorities cited are both good features. The great wonder is how so much can be given for only 12 cents a year.

*China-Painting*—By M. Louise McLaughlin. Cincinnati: Robert Clark & Co.

This is a practical manual for the use of amateurs in the decoration of hard porcelain. The little book will certainly be helpful to those for whom it is intended.

The June *Atlantic* is a Longfellow Memorial number, and contains a fine steel portrait of Longfellow, from the photograph which he preferred above all others; a poetical tribute to "Our Dead Singer," by Dr. Oliver Wendell Holmes; a hitherto unpublished poem by Longfellow on "Decoration Day," written only a short time before his death; an Estimate of the Character and Genius of Longfellow, by O. B. Frothingham.

The number also contains an article on Darwin, by John Fiske, who knew him personally, and the continuation of Thomas Hardy and Miss Phelps's serials.

## BUSINESS NOTICES.

We want very much a few more Feb. Nos., '82, and as many May Nos., '82, as we can get. Any one who will return to us, in good condition, will have his time extended one month for each Journal sent.

Have you paid for your Journal? If not please attend to it at once.

If you wish to raise a club for the Journal, write for terms to agents.

See advertisement of Geographical Reader, by Chas. Scribner's Sons.

Profs. Houghton, Beck, and Woodburn will conduct the Fifth Annual Session of the Normal and Primary School, organized for the benefit of those wishing to teach and those preparing for college. The next session will be held in the High School Building, Bloomington, beginning July 17th, and closing with the Monroe County Institute, August 26th, 1882. This will afford a rare opportunity for those wishing to enter college as well as for those who desire to review, preparatory to teaching next year.

ALL TEACHERS wishing something to make money out of during Spring and Summer vacation will find it to their interest to look after the World's Encyclopedia of Wonders and Curiosities. Address W. B. Payne, Publisher, 55 Chambers St., N. Y., or 227 Louisiana St., Indianapolis, Ind., for terms and circulars.

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6-3t

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[ 6-4t ]

INDIANA  
SCHOOL JOURNAL.


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No. 7.

OUTSIDE VIEW OF TEACHERS AND TEACHING.

DR. W. D. H. HUNTER, LAWRENCEBURGH.

E judge of the character and importance of any profession or calling by the relations it sustains to the proper objects of human development. We estimate its dignity by the intellectual and moral qualities which it requires in its work; the nature and power of the individual agency which is exerted, and the value and magnitude of its general results.

Under this statement of the subject may be properly classed those professions or callings which are considered intellectual and require the exercise of the mental faculties in the manifestation of their powers. Of these may be mentioned the minister, the teacher, the physician, and the lawyer, and in my opinion they will rank in the order in which I have named them. The minister is the first in order from the fact that he is not only a teacher and an advocate, and deals with subjects of essential importance to man's right living in this life, but it is especially his duty to teach man to prepare for a life to come. Man's dual nature, therefore, which makes him a material and spiritual existence, with a mind to cultivate and a soul to save, gives into the hands of the minister a great work to perform that does not

of necessity belong to the other professions. And though it may be said the teacher in some respects performs a greater work in the training of the intellect, yet he is undoubtedly next to the minister; and side by side, in a moral point of view, it is the province of the two to work in perfect accord. But why is the teacher, in the office of his calling, greater than the other two professions? From the fact, in the order of nature, the teacher is a natural result in the economy of the Creator, while the lawyer and physician are concomitant results of disorganized society and a corrupted human organism. In the birth of intellect a teacher is a natural consequence. In the decay and corruption of human excellence alone are the other two needed. The infant, the first period of human activity, comes into being perfectly helpless, a subject of kindly care and solicitude, quite different from that bestowed upon the brute. Why? It has a mind and an immortal element in its nature. It is to grow up to form society, to devise the means and construct the policy that shall shape governments and preserve them in their purity and perfection. Into whose hands and under whose care are these tender intellects to be first placed outside the sacred precincts of the home? Into those of the lawyer? Or the physician? No? It is into the hands of the teacher. When? At the very age when their little minds are first susceptible of vital impressions; when the plasticity of their nature enables the teacher to mold them into any form he may desire. So young? Yes, it is at this early period in the life of the child, that the mother, the loving, careful mother, around whose heart is entwined the tender affection of the child, places it in the hands of its instructor. It is but six years old. From this time on through twelve or fourteen years it is to be under the daily influence of its teacher. Is this an important trust? There is no greater.

What, then, should be the character and qualifications of an individual occupying this position? They should be of the highest order. To the primary teacher is committed that important part of the work of laying the foundation upon which is to be built the superstructure. Is it possible to have a good substantial

structure without a good foundation? Is not the foundation the basis upon which the superstructure shall be reared in harmony with all its parts? If the building is to be broad, must not the foundation be broad? If the building is to be tall, must not the foundation be deep and wide? These can only be answered in the affirmative. The primary teacher, then, is an exceedingly important factor in a good education. We rejoice, therefore, that the day has come when our best teachers are given these positions, and that there are so many valuable adjuncts to aid the teacher in accommodating instruction to the minds of the little ones. For the first elements of their knowledge consist in the impression of external objects, and it is not an easy matter for the inexperienced teacher, knowing but little of the child-mind, to construct modes of teaching and present ideas that will be readily grasped by the feeble mind. The first teaching, therefore, must be object teaching. This enables the memory to treasure up the perceptions of sensation and thus lay the foundation for future thought. It must be a pleasing era in the teacher's career when he has made the subject of the development of the mind of his pupils his serious thought, to witness the transition of the pupil from the mere animal into the intellectual. To see him begin to compare ideas, and to make combinations and deductions. O, how the thoughts multiply and knowledge accumulates in the mind of the bright child! He now begins to exult in the consciousness of an intelligent nature and in the spontaneous workings and exercises of the living mind until the field of his intellectual vision clears up and widens around him. It is *this* development that the bright, thoughtful teacher observes, and that has a tendency to stimulate him to greater exertions in his work, though it is also his lot to contend with the dolts and the sluggards. He can not, however, be an indifferent observer. His pupils must be studied to be improved. Their disposition and capabilities must be known. To this end the teacher must be a thinking, intelligent instructor. Knowledge he must have, of course; ready, various, well arranged and accurate knowledge; and when we consider what a host of subordinate qualities are requisite for its successful communica-

tion—what diligence, what patience, what self-command, what gentleness, what firmness, what forbearance, what discrimination, what quickness of perception, what versatility of adaptation, what knowledge of the mental and moral constitution, and what entire devotion of the whole soul to the whole work, we may well ask, “and who is sufficient for these things?”

It is a matter worthy of serious thought whether teachers under twenty-two or twenty-three years of age should be employed. There ought to be a more fully developed mind, greater fixity of purpose, and more mature judgment, with a greater ability in imparting instruction. It may be said that this is a difficult matter to determine. It is, but we may select from the best, according to our judgment, and then retain those who prove successful. The young teacher, therefore, should know something of the public school and its work, and to that end there is no better basis than to have passed through its curriculum, at not a too early age, and thus received from its systematized instructions a thorough knowledge of the branches taught in its regular course. This should be supplemented by normal school training and an earnest desire to succeed in the profession. With these advantages added to increased years, which will bring the youth to better maturity, the young teacher will be enabled to enter upon the discharge of the duties of the profession with better satisfaction to himself and with better results to those under his charge. But the great obstacle that seems to be in the way of the advancement of the profession is the smallness of the number that take up teaching for a life business. The women teach only until marriage; the men until they can get into some more remunerative business, and thus but a small portion of those who teach have entered into the profession with a full realization of the dignity of the calling and the grand results that come from the faithful performances of its duties.

There ought to be a higher estimate on the value of a *good* teacher. His compensation should be equivalent to the importance of the work done. A nation can afford to pay liberally for the education of its citizens, especially in a country where the source of its power is lodged in its people, and where it is an

absolute necessity that all should be educated. The fact that man is possessed of animal propensities, moral sentiments, and intellectual powers, and of these the animal propensities are by far the strongest, and the seat of all vicious and criminal practices and the source of a large portion of human misery, is of itself sufficient to encourage the liberal education of the other two, that the first may be controlled in its violent and unregulated action, by the exalting and modifying influences of the moral and intellectual forces. But is it not in the power of those who make teaching a profession to force a recognition of the higher appreciation of the work, by raising the standard of qualification and lessening the number of non-professionals, who hang upon the profession for convenience, and keep its wages reduced to an unreasonable minimum? This can be done, but it must come from those who appreciate the profession.

The man or woman who can be stimulated to active work in education by the thought that he or she will be instrumental in eradicating the vicious influences that would come from the vulgar and untaught mind, imbedded in ignorance and animalism, and through these agencies elevate man intellectually, multiply the sources of his happiness, and make him a grand actor in the arena of life for good, will advance to the front ranks of the profession, and crown his labors with abundant success. For it is in these thoughts that the profession stands out in grand proportions and enables the teacher to witness its powerful and transforming agency upon individual mind.

The work of the educator has been compared to that of the sculptor, who carves out a beautiful statue from a shapeless block of marble. The illustration was common among the ancients, from whom it was borrowed and very happily used by Addison; but the subject is not ennobled by the comparison. For, let the statute be never so perfect—let it be wrought by the hand of a Phideas, or a Lysippus, let it be shaped into the most noble and beautiful proportions, and touched with the most exquisite finish—the figure is yet but a figure of stone; hard, cold, lifeless. But education does not simply excavate the mind from its native quarry and cast it into “the mould of form.” It works an entire

change throughout the whole intellectual and moral nature. It forms the man anew. It elevates him into a loftier sphere of being. It creates new senses of enjoyment, new desires, new hopes, new aspirations, and forms the whole soul to a nobler and sublimer life. It is as if the statue, while the artist was yet bending over it with chisel in hand, should wax warm and start out from the marble, and the breast should heave with life, and the eyes should burn with living fire, and every joint should play smoothly in its socket, and the blood should start on its red and rapid course; even as if the Divinity had descended and breathed into this cold and senseless stone the breath of life and the quickening spirit!

Do we over-estimate the power of education upon individual character? If you think so, teacher, you have missed your calling. See the changes that come from the transformation of a gross ignorance to the fully developed intellect, with a mind stored with the riches of literature and the truths of science, and you can form some idea of the grand results of the teacher. His work may be in some sense an unconscious development. The seed is sown, and mysteriously it gathers the dew and the warmth; germinating into life, it grows into beauty and strength. Like the building of the body, the aliment is furnished in suitable portions, palatable and of a character readily assimilated, but we can not see the process that gives to the human frame its bone, the enlargement of the muscles, and the deposition of the adipose substance that rounds out the form and gives to the bodily figure its beauty and elegant symmetry. So with the mind builders. They furnish the best of food, and in the manner best adapted to nourishment, and though like the body they are unable to see the process by which the brain changes the substance of its structure, from a coarse, doltish, insentient animalism to an acute, susceptible intellectuality; yet it is not a difficult matter to see the result. The conscious development of the intellect has brought the subject of the change into new revelations. He finds that his being now is more in harmony with the designs of Nature. The base, groveling instincts that kept the intellect in subjection to his animal nature have been

subordinated until now he looks out upon creation as for himself. The beauties of the diversified scenery, with which he is surrounded, presents quite a different aspect, both to the eye and the understanding. And now it heightens into unbounded interest and grandeur. He sees in the uplifted hills as well as in the valleys washed with the waters of ages; in the placid streams as well as in the broad seas; in the falling rain as well as in the sunshine; in the pebble on the river shore as well as the granite in its bed; in the little sprig as well as the giant oak; in the color of the tints in the spring time as well as in the sombre hues of winter, that the designer and creator of all these was an intelligence, and that man has within himself the power to comprehend them all, to measure their importance, and that he now truly lives in a world where man is the crowning glory of it all. He reads in the fields of literature, delves into the hidden mysteries of science, and with upturned face no longer views the heavens with superstitious awe, but as one well acquainted with the harmony of the spheres.

It is these results of the intellect that give dignity to the profession of the teacher. Do you comprehend them? Then do you know the nature and power of the individual agency, and the value and magnitude of its results.

In the early history of our country unlettered men often gained distinction of the highest importance in the public walks of life; it is rarely so now. The teacher has been abroad. It is the educated man, the man of letters, that leads in the affairs of state and nation at present, and it will be more so in the future. To this end, then, will the demand be made, not for more teachers, but better ones; not for a better system, but a better ability to teach; not for a simple increase of salary, but a better compensation for the work done, and a fuller appreciation of the results to society, the state and the nation.

It is a mistaken idea that society has been graded downwards with money at the top; that it is an inverted pyramid and that wealth forms its base. Intellect is the basis of good society, and though it may not bring the luxuries of life that wealth does, yet the results of its influence is magnified an hundred fold in com-

parison with the luxuries of wealth. The man of letters, the educator, has no superior in a government like ours, where birth has no distinctions, and the mind is left free to battle with the obstacles of life and carry its possessor to the highest position in the gift of its people.

Individuality is the monarch that rules in this country. Every man who has an educated intellect is a sovereign. His privileges are only circumscribed by right and justice, and the end of his ambition for noble ends is only limited by his ability. Wealth may purchase much, but it can only buy a forced homage. It is the intellect that gives the power to touch the chords of human sympathy and draw around its possessor the elements of strength that leads to greatness. What then, may be asked, is the influence of the quarter of a million of teachers in this country? No class has so much to do in the molding of character and in the imbueing of sentiment as the teacher, for it may be said with truth that a large proportion of the pupils that come under his instruction and influence, receive more of the impress of the teacher than of the parent. If this is true, then there is a grand work to be done through the instrumentality of the educators of this country. How important, then, that they should be fully qualified for the great task that lies before them. The teacher, therefore, that shall strive to measure up to the importance of the profession, as I have portrayed it, will not in his efforts have accomplished a failure, though he fall short of the mark at which he aimed. The effort to gain the summit will have brought him far up on the mountain's side, from which he will be able, with pleasure, to look down through a clear and unbroken vision upon the beautiful scenery that lies stretched out before and beneath him, and review with satisfaction the pathway along which he has gathered up so many of the richest treasures of the mind.

#### EDUCATION!

"The noblest cause that ever waked the song  
Of ancient bard, doth to this work belong.  
It raised from lowest depths the child of earth,  
And made him conscious of immortal birth—  
Removed from woman, slavery's withering band,  
And placed her at the side of guardian man;

Shook from bright Genius' wings earth's soiling clay,  
 And bade him soar into eternal day.  
 Oh! thou divine, Emancipating power!  
 Thou giv'st to man a rich, exhaustless dower;  
 Thou open'st to his hand, so deep a vein  
 Of golden ore, no art its wealth can drain.  
 This too is woman's task; 'tis hers to share  
 The heat and burden of the day of care.  
 Hers is the patience that must never yield,  
 Though mildews fall, and cold winds blight the field;  
*Endurance* that will stand before the blast,  
 And *faith* that waits till every storm be past.  
 She may not mount the war-steed, and pursue  
 The path a nation's blood and tears bedew;  
 She may not lift a strong, avenging hand,  
 When at the bar, the pale transgressors stand;  
 But she can school the Hero for the deed  
 That crowns his brows with honor's laureled meed,  
 And feed and fan the god-like spark that burns  
 Within the soul, till dust to dust returns."

## THE CIVILIZED RACES OF ANCIENT AMERICA—III.

A. H. ELLWOOD.

### THEIR ORIGIN CONTINUED AND THE TOLTEC EMPIRE.

**U**PON the classification of races as presented in our preceding paper, there is ample authority. The late Prof. Andrew Retzinz, perhaps the most accomplished ethnologist of the age, says:

"It is scarcely possible to find anywhere a more distinct distribution into Dolico-cephali and Brachy-cephali than in America.  
 \* \* \* \* We find then, one and the same form of skull in the Canary Islands in front of the African coast and in the Carib. Islands on the opposite coast which faces Africa. The color of the skin on both sides of the Atlantic is represented in all the populations as being a reddish brown, \* \* \* the hair is the same; the features of the face and the build of the frame \* \* \* presenting the same analogy."

"The Brachy-cephali," he proceeds to say, "are found on that side of the continent which looks toward Asia and the Isles of the Pacific, and are closely allied to the Mongol races of East Asia." This view is also held by Humboldt.

These facts, as summarized in the last paper, lead inevitably to the conclusion that at some period, migrations occurred in which the races crossed the waters which they respectively faced, leaving the more densely peopled old world for the virginal soil of the new.

Central Asia has always been regarded as the cradle of mankind. From the Slopes of Altai and the Steppes of Iran came the successive waves of emigration which peopled North Africa and Europe. Beginning with the Hykros conquest of Egypt, about 2,000 B. C., we have the Celtic migration, probably at nearly the same period as the Hykros; later came the Pelasgian, Hellenic, German and Slavonic migrations, all being of the Aryan or Dolico-cephalic race.

While these were in progress, or even earlier, other waves must have radiated eastward from the other families of mankind, and in the very dawn of the race the Kurile Isles and Alaskan Peninsula must have been passed and the Brachy-cephalic families must have planted themselves upon the western world. This route was probably kept in use, and successive migrations, as in the case of Europe, above mentioned, probably took place.

Prior to 1000 B. C., (about contemporary with the Pelasgic occupation of Europe), a branch of the Aryans or Dolico-cephali also entered America. Perhaps they came via the British Isles, Iceland and Labrador, like their Norse descendants, landing upon the eastern shores; but more probably they pushed eastward from Iran along the north slope of the Altai range, and being kept to the north by the dense Brachy-cephalic populations of the east slopes of Asia, they crossed to America on the often-traveled track, and we first hear of them in the ancient annals of the Mayas, as the "Chic-a-mec's," a name afterward applied to all the savage races of America by the various nations of the Cordilleras.

I have stated that the Mound-builders were Brachy-chphali.

Dr. Foster, President of the Chicago Academy of Science, while making government surveys in the Lake region and in the Ohio and Mississippi Valleys, made minute examinations of the mounds and of the relics found in them, particularly the skeletons. He shows conclusively these facts, to-wit: That the ordinary Indian, as exemplified in the Algonquin, was a race distinct in physical form, customs and religion, from the Mound-builders. That the mound-builders occupied the country much earlier than the Indians, some of their works being apparently of very great age. And that the physical form, customs and religion of the Mound-builders were similar to those of the Colhuan, Maya and Aztec races of the Cordilleras; while their pyramids agree precisely with the type prevailing in Mexico; and their pottery, cloths and sculpture possess the same characteristics. The differences apparent are those of date only; the civilization of the plateaus of Mexico and Central America being the finished work, of which that of the Mound-builders was the rude original. \* \* \* \* \*

All that I have heretofore given concerning the history of the American races has been deduced from the study of their antiquities and the analogies of their structure, etc. I will now take up their history as given in the Aztec records. In these manuscripts the Maya race is called the "Toltec," and such I shall hereafter call them. Prior to the year 1000 B. C. the race was situated to the northeast of Mexico, in a country called Tlapallan. At the same time an affiliated race occupied Mexico. These were called "Colhuans," and had reached Mexico, then called Ziballa, by water.

The Toltecs were now assailed by the Chicamees from the north. (See Aryan migration to America, before mentioned.) These were then united under one great leader. After thirteen years of terrible struggles the Toltecs abandoned their country to escape complete subjugation, and moving southwest at last entered Ziballa. Here they were received as friends and permitted to establish themselves. The government of the Colhuans was patriarchal, but in 955 B. C. the Toltecs established a monarchy, which gradually assumed dominion over the other races, and lasted for 2000 years.

During this period the diverse population was amalgamated, vast cities were built, agriculture was more skillfully practiced, manufactures were increased and improved, astronomy was carefully studied, the calendar was invented, the laws of nature were learned and taught, and all that goes to make a flourishing and enlightened state was discovered and practiced. In fact a complete civilization, unique, native to the soil, a civilization borrowed from none, American in fact, was growing up in unknown America.

And this was while Solomon was building his Temple in Jerusalem, while Homer was singing his songs to the still rude tribes of Greece, while the children of Æneas were living in their rude huts at Alba Longa, while Tyre and Sidon were yet mistresses of the Seas, while the descendants of Semirimis yet ruled in Babylon, while the Pharaohs still sat on the throne of Egypt, and while nearly all Western and Northern Europe yet lay in the darkness of aboriginal night.

About 900 or 1000 A. D. the Toltec dynasty broke up. Province after province seceded, and the next 300 years was a period of anarchy and confusion. The great empire became a group of petty states, with mutual jealousies and constant wars. Population declined and a movement southward began, which was accelerated by the arrival of the seven Aztec tribes. These were a fierce race, of a lower civilization, who came upon the Plateau of Anahuac about 1200 A. D. The Aztec records, with one exception, point unmistakably to a north or northwest origin for their races. They were called conjointly the Nahuatlacas, and after their arrival in Mexico the state took the name of Anahuac—sometimes Azatlan, from the region left by the Aztec peoples. The seven tribes were as follows: The Tezcucans, Xochimilcos, Tepanecas, Tlacopanecas, Tlascalans, Chalcans, and Aztecas.

One tradition represents these tribes as wandering away from their fellows after a great convulsion which buried the earth in water, and was followed by a change of language and general migration of peoples. A residence of ages duration followed in Azatlan, "The North Country," after which came the migration

to Anahuac. The tribes did not migrate simultaneously, but appear to have taken up their positions in the Valley of Mexico successively. An eighth tribe appear to have arrived at about the same time, to have passed through many Toltec states, and finally halting in Guatamala, founded the friendly kingdom of Quiché, a powerful southern neighbor of Mexico.

The Tezcucans entered Anahuac first. They readily received the civilization of the Toltecs, which was far in advance of their own, and probably adopted to some extent their religion, as unmistakable traces of widely different systems are to be found in the faith at the time of the conquest. A religious struggle had at one time taken place, leaving a prophecy that the conquered deity would return, and with his followers destroy the state which had expelled him. This prophecy made easy the victory of the Spaniards.

The alphabet of the Toltecs was not adopted, as the inscriptions at Palenque, Uxmal, and Copan differ so widely from the Aztec as to be as yet uninterpreted.

After the founding of Tezcucuo, the tribe pushed their territory north and east from the Lake of Tezcucuo, and their capital became filled with a busy and numerous population, employed in many of the useful and elegant arts of civilization. During this time came the other tribes, the Tepanecas settling on the east side of the Lake, south of Tezcucuo; the Tlacopani on the northwest shore; and the other tribes at various points in the valley. Last came the Aztecas, at about 1250 A. D. The dates of their migration are variously given, ranging from 1038 to 1160 A. D. as the time of departure from Azatlan, and from 56 to 163 years as the period occupied in migration.

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## THE READING CLASS.

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BY T. W. FIELDS, RIDGEVILLE, IND.

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THE teacher who expects to attain the best results in her management of the reading class, must be attentive to the following particulars: 1. She must comprehend what are the de-

sired ends of her teaching of this class. 2. Knowing these, she should understand the best means and methods of reaching them. 3. She will have to be persistent in her efforts to accomplish them, and be able to know when a fair degree of proficiency is attained.

I propose only to say a few things concerning the first of these particulars—the ends to be accomplished in the teaching of the reading class. When I refer to the reading class, I wish to be understood as that class which begins with the child in its first attempt to learn the signs of ideas as associated with visible objects, and continues on up through every grade of advancement, till it finally emerges from the tuition of a teacher. The question which every faithful teacher should settle within her own mind is, “What are all the objects to be arrived at in teaching reading? What is the nature of them?” If she has finally settled the matter, she should then familiarize herself with every principle, every method calculated to develop that purpose, until to her mind they are as simple as the alphabet.

To one who has never given this subject much thought in its broadest sense, an outline of the main things to be accomplished may not be inappropriate :

1. *A Mastery of Words.*—The beginning point in the commencement of teaching every child is to teach him *words*. He must be taught to recognize them as the representatives of ideas, first as the signs of objects familiar to him; and as he advances by reversing this order, for he then learns *ideas* by learning to recognize words which before were not familiar to him. When the child learns to know a word, he should be taught to speak it, and write it. By the latter process he is taught to spell the word. It will not be attempted in this article to suggest methods. The skillful teacher's ingenuity will devise her own. The result is all that shall claim our attention. In the mastery of words, the pupil must learn: To *recognize* the word; To *associate* the word with the *idea* it represents; To *speak* the word, and *spell* the word by *writing* it. The accomplishment of this result is not confined to the primary teacher, but will continue to be an object of importance as long as the pupil studies the art of reading. The methods only will need varying.

2. *Delivery.*—After the pupil has been taught a sufficient number of words to construct into sentences, he then should be taught to read them in a proper manner. The first principles of delivery should be taught at once. The habits of articulation, emphasis, inflection, etc., are only perfected when they are enforced in early youth. As the pupil progresses more of the principles of expression should be taught him, and when sufficiently advanced, the terms, definitions, rules, etc., of elocution should be mastered. All the arts of oratory, all the graces of the elocutionist should be taught, if he continues in school long enough for their accomplishment.

3. *Increasing the Child's Vocabulary.*—No other subject is so important as this. When a pupil becomes the master of a large vocabulary of words, and knows their meanings, he is then in possession of such means as enable him *to think*. Our ideas are always *thought* in words, and *expressed* in words. If we notice our own cogitations, we will always find ourselves employing words to aid us in following out a train of thought. The child's knowledge of words should be as much expanded as is possible. Right here I will venture to suggest that the dictionary is perhaps the best aid in the accomplishment of this end. Giving definitions, synonyms, and the various meanings, will be a most valuable exercise. As the pupil progresses, a study of the etymology of every new word coming up for discussion, will strengthen this knowledge. A thorough drill in these exercises will prove most invaluable to the pupil in the pursuit of the knowledge of other branches.

4. *The Study of Language.*—The reading recitation affords many and excellent opportunities for acquiring an intimacy with the structure of our language. The relation and government of our words may be taught a long while before the pupil is capacitated for the investigation of technical grammar. Certain slate exercises on the reading lesson will result in a development of the powers of expression. Children under skillful teaching will have made considerable progress in a knowledge of their language while yet reading in the primary readers. It should not be taught in a desultory manner, either; the simplest principles should be

first developed, and afterward more complex ideas mastered. What is taught should be thorough as far as it goes.

5. *Learning the Elements of other Branches.*—In our reading books, there are many lessons which teach facts pertaining to other studies. Biography, history, geography, and science, are all more or less represented in the reading exercises of our textbooks. The teacher should see that they are fully understood by the pupil. It will often be necessary to supplement these lessons with explanations by the teacher, in order to make their meaning plain. It is proper that pupils have regular exercises in reading writing or script. Lessons placed on the board by the teacher, in which are stated the elements of science or some other branch of knowledge, will answer a two-fold purpose—a reading lesson, and a lesson in a collateral study. Such lessons heighten the interest, quicken the thinking faculties, increase the common fund of knowledge and improve the memory.

6. *The Study of Literature.*—Just now this subject is receiving some of the attention that its importance deserves. While it is impossible to discuss this matter as fully in a brief space as it merits, a hint ought to be sufficient to the wide-awake teacher, that her work is not satisfactorily, nor effectually performed, if she passes this matter unheeded. Biographical sketches should be written on the board, and the pupils encouraged to hunt up information on the same subject for themselves. They should be further required to write such sketches. They must be instructed in the peculiarity of style of each author. The productions should be analyzed, and the choice thoughts memorized. By beginning with the child at an early age and teaching no more than it is able to comprehend, and keeping at it, until it has grown into the young lady or gentleman, a large amount of culture in this direction will be quite perceptible.

7. *The Cultivation of the Voice.*—If the teacher is perfectly well informed regarding all that is incumbent upon her in developing a proper culture of her pupils, she will not neglect this. No rules are to be given here. Pleasing voices delight us all. They impress us agreeably or otherwise, according to their character, and if there is such a thing as improving an unpleasant

voice by cultivation, that teacher is greatly to blame who fails to make an effort toward its accomplishment. The voice is susceptible of cultivation to a great degree of power; its expression may be made beautiful and various; and its care should constitute a large share of attention. The nature of certain kinds of food, the dress, the use of stimulants, and exercise should be fully explained to every one, and all be required to conform to such rules as will promote and preserve its power and beauty.

8. *Cultivating a Love for Reading.*—No teacher has fully succeeded who has failed to implant in her pupils a passionate love for reading. Not reading for mere entertainment of the mind, but the nobler, the higher uses of seeking wisdom in the realm of thought, as it is to be found in books and papers. That individual is poorly prepared for life who has not been taught to enjoy the great pleasure of perusing the thoughts of others. Reading should not stop when the school life is ended, nor when one settles down into a home and business of his own. All should read, not anything and everything, but should be taught to read in a systematic way. Thus will they round out their intellectual talents in all directions, and verify the truth long ago stated by Bacon, that "Reading maketh a *full* man."

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## ORAL LANGUAGE LESSONS.

BY JAMES L. HUGHES.

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### I. KIND.

1. *Incidental.*—These should form a part of every lesson in which the pupils have an opportunity to speak. Their chief function is to correct errors of all kinds.

2. *Special.*—These should take the place of what are commonly called grammar lessons, until the pupils are about ready to enter the Fourth Book.

### II. OBJECTS.

Oral language lessons should include constant and careful attention to the following:—

1. *The position of the pupil.*

- (a) He should stand on both feet.
- (b) He should stand in the aisle.
- (c) His head should be held up, and his shoulders back.
- (d) His hands should be at his sides, without touching the desks.
- (e) His eyes should be directed to the person addressed.

2. The pupils should speak in complete sentences. In elliptical questioning, or when the answer is merely a name or a date, this rule need not be followed. Indeed, whenever the pupil's answer consists merely of a repetition of the chief part of the teacher's question with a name or a fact inserted to complete it, the development of the language power of the pupil is extremely small.

## 3. Grammatical accuracy.

4. Pronunciation, including clear articulation, especially of words that must necessarily be used very frequently, and are almost universally mispronounced, such as was, and, do, you, just, can, because, such, have, the ending ing, etc.

## 5. Pitch and volume of voice.

## 6. Rate of utterance, including pausing.

## 7. Habits of inflection, emphasis, etc.

8. Spelling of difficult words, as a preparation for written lessons.

## III. GENERAL SUGGESTIONS.

## 1. The teacher should be a correct model.

2. Language lessons should consist of PRACTICE not *rules*.

If pupils can be led to talk freely in expressing their opinions or in repeating what they remember in their own language, the chief difficulty will be overcome. Nothing will remain but the correction of errors. The erroneous liabilities of the individual pupils can only be found out by free conversation on the part of the pupils themselves.

3. Pupils should be trained to notice incorrect expressions and errors in pronunciation. This is the most essential step in teaching them to avoid them.

4. The pupils should make the corrections themselves, in both incidental and regular lessons. They will be delighted with the privilege of making corrections or improvements in expressions used, and what one omits will be suggested by another.

Directly, this exercise acquaints the pupil with the common errors of speech, refines his style and improves his vocabulary; indirectly, it promotes readiness in speaking and facility in expression.

5. In giving formal lessons on language the teacher should direct the attention of his class to the use of one class of words, or to one construction at a time. Each class should have its own specific work to do. It will not do to allow hap-hazard work in a regular language lesson. The teacher in his lesson plan must have a definite aim, for example, the correct use of the pronouns, and he must also arrange his plan of teaching this lesson so as to secure the use of the pronouns in every conceivable way. This must not be left to chance, but should be the necessary outcome of a series of pre-arranged illustrations and skillful questions.

In leading the pupils to use pronouns in their conversations, some plan similar to the following may be used. Each teacher will of course use as many plans as possible, but each plan should make it essential to use a pronoun in some part of the sentence. The other parts of speech may be dealt with in a similar way.

"Mary and Jane, you will each take a pencil in your hand."

"Mary, tell me what you have."

"I have a pencil."

"Jane, tell me what you and Mary have."

"We have pencils."

"Tell me another way, Mary."

"Jane and I have each a pencil."

"Tell the same fact to Mary herself, Jane."

"You and I have each a pencil."

"What has Jane, Mary?"

"She has a pencil."

"Tell me what Mary and Jane have, John."

"*They* have pencils."

"Whose pencil have you, Mary?"

"*This* is *my* pencil."

"Say the same thing in another way."

"*This* pencil is *mine*."

"Tell Mary whose pencil she has in her hand, Jane."

"*That* is *your* pencil, Mary."

"Another way."

"*That* pencil is *yours*, Mary."

"Speak to Jane about both pencils, Mary, and tell her who owns them."

"*These* pencils are *ours*."

"Another way."

"*These* are *our* pencils."

"James, tell me whose pencils those are."

"*Those* are *their* pencils."

"Another way."

"*Those* pencils are *theirs*."

"Samuel, tell Mary and Jane whose pencils they have."

"*Those* are *your* pencils."

"What are you doing with the pencil, Mary?"

"I hold *it* in my hand."

"Take both, Jane, and tell me."

"I hold *them* in my hand."

Etc., etc., etc.

Formerly it was regarded as sufficient to compel the pupils to recite by rote:—

SINGULAR.		PLURAL.	
<i>Nom.</i>	I	<i>Nom.</i>	we
<i>Poss.</i>	my or mine	<i>Poss.</i>	our or ours
<i>Obj.</i>	me.	<i>Obj.</i>	us.

With the corresponding tables for the second and third persons. What a developing exercise this *was* and I fear *is*! What is needed is PRACTICE instead of *rules* and *lists*.

Of course in the average class, the replies would not be at all accurate at first. "Jane and *me*," "*me* and you," would occur frequently. Practice by the pupil who blundered, is the only way of correcting such mistakes.—*Canada School Journal*.

## OFFICIAL DEPARTMENT.

## COLLEGE GOVERNMENT—GREEK SOCIETIES.

The lawsuit growing out of the refusal of the faculty of Purdue University to allow the formation of Greek societies in that institution, has been noticed in the Journal heretofore. The faculty gained the suit in the lower courts. The case was appealed, and the Supreme Court has reversed the verdict of the lower court, in part. The following extract from the decision gives the main points:

“9,986. State ex. rel. Stallard *vs.* Emerson E. White et al. Tippecanoe C. C.

Niblack, Justice.—Application for a mandamus against the faculty of Purdue University to compel the admission of Thomas P. Hawley as a student to said college. The faculty had prescribed the following, among other regulations, known as Regulation No. 3: ‘No student is permitted to join or be connected as a member or otherwise with any so-called Greek or other college secret society, and as a condition of admission to the university, or promotion therein, each student is required to give a written pledge that he or she will observe this regulation. A violation of this regulation and pledge forfeits the right of any student to class promotion at the end of the year and to an honorable dismissal.’ Hawley was a member of the Sigma Chi fraternity, and for refusing to pledge himself to withdraw therefrom was denied admission to the college.

*Held:* The general principles underlying the public educational system of the state are applicable to the government and control of Purdue University. The admission of students to a public educational institution rests upon well-established rules, while the government of students after their admission rests largely in the discretion of the officers in charge. Every inhabitant of the state, of proper age, character and physical condition, is entitled to admission as a student in the university. (48 Ind. 327; 8 Am. R. 713; 71 Ill. 383; *Id.* 568.) It is within the power of the officers to absolutely prohibit any connection between the Greek fraternities and the university, and to prohibit students from attending the meetings of such societies whenever it can be made to appear that such attendance or connection with such societies tends to interfere with the proper relations of students to the university. As to all such matters, the power of the trustee is plenary. (66 Mo. 286; 105 Mass. 475; 48 Vt. 444; 45 Wis. 150; 23 Pick. 224; 38 Maine, 379.) But the possession of this power over a student after he has entered the university does not

justify the imposition of degrading or extraordinary terms as a condition of admission. It was not shown that the pledge tendered Hawley was authorized by any previous general regulation, and it was therefore special and exceptionable as applicable to his case. It carried with it the implication that membership in the Sigma Chi fraternity might properly be treated as a disqualification for admission to the university, a doctrine wholly inadmissible. So much of Regulation No. 3 as imposes disabilities on persons already members of the Greek fraternities, and as requires a written pledge as a condition of admission, is both ultra vires and palpably unreasonable, and hence inoperative and void. Judgment reversed.

Woods, Justice, dissenting, holds that if the student, after entrance, is bound to obey a prescribed rule of the college, he may be required, before he is permitted to enter, to promise obedience. The special pledge submitted to Hawley was not a proper one, because it did not stop at requiring obedience to existing rules. But the real question is whether Rule No. 3 is one which the officers had a right to enforce. In an elaborate and vigorous opinion, His Honor reaches the conclusion that it is, and that the judgment of the trial court ought to be affirmed."

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### WHICH SHALL EMPLOY TEACHERS, THE OLD BOARD OR THE NEW?

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Attorney General Baldwin has rendered the following important opinion :

INDIANAPOLIS, June 12, 1882.

You ask: Can an out-going board of school trustees bind the incoming board by the employment of teachers to act during the time of the new board?

As a question of policy and sound morals I do not think they can. It is exceedingly unjust for a school board who have, say two weeks to act, to bind the hands of their successors by employing teachers for a year, thus depriving the new board, who are morally responsible for the management of the schools, of the practical control of the same. Such a course is liable to gross abuses, for often new teachers and boards are elected with reference to reform in school management. Besides, in this way an obnoxious teacher could be kept in the schools by favoritism and undue influence.

And as a matter of law, I think such contracts void upon principles of public policy. Such contracts are unlike contracts for work or materials for buildings. They are contracts for personal service of the most delicate kind and involving the highest public interests—the mental and moral training of children. The trustees of our

schools are justly held personally responsible for the administration of such an important trust as the employment of school teachers. The power of the trustees should be commensurate with this responsibility. To hold that an outgoing board could tie up the hands of their successors by forcing upon them teachers in whose employment they have no voice, but for whose conduct they are held responsible, seems to me against public policy. And for this and many other purposes the law wisely requires all school boards to reorganize every year. Besides, I know of no law limiting the time of a teacher's contract, except these principles of public policy. If outgoing boards could employ teachers for one they could for five or even ten years. I am clearly of the opinion that each board should receive and transmit this great public trust—the employment of teachers untrammelled by contracts of a longer term than the official life of the board of trustees that made them. Any other course is detrimental to the public interests.

D. P. BALDWIN.

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## EDITORIAL.

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Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

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## STATE SUPERINTENDENCY.

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Early in August the two leading political parties will hold conventions for the nomination of state officers. It matters comparatively little to teachers who gets the nomination for Secretary, or Auditor, or Treasurer. A thousand men in each party could be named who would fill either office equally well, for the work is largely routine, and can be done, is done, chiefly by deputies and clerks. The State Superintendent's office is different. While there is office work to be done, this is a subordinate part. The Superintendent's chief duty lies in being an educational leader. His great work is to inspire, direct, energize, elevate, extend the educational influences of the state. The State Superintendent, by virtue of his office, becomes president of the State Board of Education; he becomes president of the board of trustees of the State Normal School; he becomes the

expounder of the school law; he becomes the special guardian and defender of the school system during the sessions of the Legislature; he is the one to whom all the people of the state naturally look for advice, and leadership in all educational matters; he becomes the representative of Indiana education in national conventions.

The above statements have been made to open the way for a few suggestions as to the duty of teachers in regard to the nominations soon to be made.

Judging from the past we may expect that there will be many candidates for this high office—really the most important office in the gift of the people. Among these candidates can be found the qualified, the poorly qualified, and the incompetent, the last named usually predominating. It is not at all unusual—in fact it is the rule—that persons announce themselves as candidates who are not known outside their own counties. The writer has known instances in which persons, not at all recognized as leaders in their own counties, have become candidates.

Such examples of "cheek," "brass," or *impudence*, or all combined, are hard to explain, and should be rebuked by the teachers in a way not to be misunderstood. It is not only the privilege but the *duty* of teachers to learn all they can about these candidates, and then see their delegates to the state conventions. These delegates will listen to them on this subject, for they know that in the past teachers have demonstrated the fact that they value the best interest of the schools above party. It should be the aim of teachers, without regard to party, to secure the nomination of the best man possible on each ticket, so that whichever may be the successful party the schools will not suffer. The chances are ten to one that any man nominated will be elected or defeated with his ticket; hence the necessity of securing the best possible man in each case. Let each teacher do his duty and post at least one delegate to the state convention.

The following are the candidates so far as the Journal has been informed:

*On the Republican side* the only candidate yet announced is John M. Bloss, the present incumbent. Mr. Bloss has made a good record so far, as superintendent, and is only getting fairly hold of the work. He will doubtless be renominated by acclamation, as he deserves to be. In fact the law should be changed so as to make the term of this office four years. A man can not organize his work and carry into effect a policy in less than that time.

*On the Democratic side* the following persons are named as candidates:

1. James H. Smart, who has already filled the office and demonstrated his ability to do it well. His record is an honorable one. He

is known to almost every teacher in the state, and the Journal does not need to introduce him.

2. H. B. Jacobs, of New Albany, is a candidate. Mr. Jacobs has been for thirteen years connected with the New Albany schools, and for the past nine years has been superintendent of them. These schools rank among the best in the state, and demonstrate the energy and efficiency of the superintendent.

3. D. D. Luke's name has been mentioned. Mr. Luke was for several years superintendent of the Goshen schools, but for the past four or five years has had charge of the schools at Ligonier. Those who are acquainted with his school work speak of it in favorable terms.

4. John W. Holcomb, of Valparaiso, is a candidate, and is making an active canvass. He is a young man, has been a student and taught a little in the Valparaiso Normal School, but has never taught in the public schools in any capacity so far as the Journal is informed. He was for a year or two clerk for State Supt. Smart, and thus knows something of the office work. Most of the time since leaving the state superintendent's office he has been in a law office in Indianapolis.

Mr. Holcomb is as nice and courteous a gentleman as one could wish to meet, and if he will devote himself closely and successfully to educational work for the next ten or fifteen years, he can with some degree of consistency ask to be placed at the head of Indiana's school system.

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**"THAT WILL DO VERY WELL IN THE CITY, BUT IT IS IMPRACTICABLE IN THE COUNTRY."**

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The substance of the caption of this article is heard in almost every teachers' meeting. The idea seems to be common that methods that succeed well in graded schools are not applicable to ungraded schools. That the notion is a false one has been practically demonstrated a thousand times. The statement is made sometimes by persons who are unwilling to make the necessary exertion required to test a new method; sometimes by persons who have simply heard the thing affirmed and take it for granted that it is true; always by persons who have never given the matter a fair and thorough trial.

If children in the city can save time in learning to read by using the "word method" instead of the old "a, b, c-method," children in the country can save time in the same way. If city children can be profited by a judicious use of the Grube Method in Numbers, so can country children. The best methods of teaching city children to write compositions are the best methods to teach country children.

The child-mind is the same in the city and in the country; the subject-matter to be learned is the same in city and country, and if the teacher is the same the results must be similar.

It is true that in the management of large graded schools more machinery is necessary than is needed in isolated schools; and it is true that the teacher of the graded school, having fewer classes, can accomplish more in a given time than can the over-worked teacher of an ungraded school; yet the fact remains that the subject bears the same relation to the mind in the one case as in the other, and a method that is good, is good without regard to *place*.

The above is not mere theory. There is not a successful method used in city schools to-day that has not been successfully used in country schools. If those teachers and educational papers that are continuously asserting that certain methods are "very well for cities but wholly impracticable in the country," will take pains to learn the facts and use their reason and common sense, just a little, they will see the inconsistency of their position.

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#### SCHOOL-LAW DECISIONS.

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There are two important decisions given in the "Official" this month. The one from the Supreme Court applies only to colleges, but the principle involved reaches much further. While the decision of the lower court is reversed, the conclusion gives to the college authorities *practically* all that was asked, and all that they desire. It grants the power to prohibit secret societies in the institution.

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The decision of the Attorney General is simply an opinion and does not have the effect of a decision in a court; however, it is usually taken as good law until the courts decide the point at issue. The opinion seems to be based upon "public policy" rather than law, and there is one side of the case not discussed.

The argument used applies with point to townships where there is but one trustee, but in cities where there are *two* of the three trustees holding over, the reasoning loses its force.

Teachers and superintendents have rights in common with other citizens, and one of these rights is the right to know at the close of a year's work whether they are to be re-employed or not. Whatever the law may be, reason seems to dictate that the old board who have noted the work for the entire year, and it may be for years, are the ones who can best decide upon the merits and demerits of those who have been in their employ. If teachers are employed at once, as they should be, a new man coming on to the board must act at once and without knowledge. In too many instances he allows rumor, prejudice, favoritism, or enmity, rather than the real merit of the

teacher or superintendent to determine his vote. In nine cases out of ten the outgoing member, being better posted, can make more judicious appointments than can the new member, and in nine cases out of ten the old board will serve the public better and treat the teachers more justly than will the new board, in cases where the new man changes the character of the appointments. Occasional exceptions to this rule will only prove its correctness. It is to be hoped that a case will soon be decided in the Supreme Court, so that school boards may know how to act, and teachers know what to depend upon.

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### HOME AMUSEMENTS.

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Parents and preachers make a great mistake in not recognizing the fact that children and young people desire, and need, and will have amusement; if they can not find it at home they will seek it elsewhere; if they can't find it at proper places they will find it at improper places; if they can't find innocent amusement they will indulge in pernicious amusement.

Preachers and Christian parents have time out of mind condemned certain forms of amusement as wicked, and yet it is a fact that the number of persons who indulge in them increases rather than diminishes. When the fact is recognized that all persons, and especially the young, *require* amusement, that the demand is a divine one, and when the church and the home provide wisely and properly for this department of human nature, a long stride will be taken toward improving the morals of the rising generation.

Many a child is driven from home and good society to find the recreation and amusement that the church and home should provide. Many parents live *for* their children—most parents do—but few of them live *with* their children. A great need of society to-day is that parents should take an interest in the amusements of their children.

The following, by George T. Dowling, in *The Present Age*, is in point:

"I know a Christian woman, pure and consistent, and yet that woman, unwittingly, by her traditions, made void the commandment of God. One day, from the breast of her dead daughter she lifted a little child, fatherless and motherless. The child grew. She fed him; she loved him; she sent him to the Sunday-school. But she forgot that he, with his youthful restlessness, wanted something besides the Primer and Bible. And when he grew older, and brought home his little games, she didn't believe in them. And what was the result? He said to me, when I talked with him, 'Mr. Dowling, I must have amusement. If I bring these things home, they are

put in the fire.' And when he found he could not have these things at home, he did just what your son is doing, though you may not know it. He went where he could have them. And ere long it was the old story—Sunday-school forgotten, church forgotten, and the very woman who would have given her heart's blood for him, forgotten. And when she came tottering to me on her staff, her head bent, and the grey locks falling upon her temples, throbbing in sorrow, and said, 'What shall I do with my boy?' how I longed to tell her of her mistakes; but it was too late."

## QUESTIONS AND ANSWERS.

### STATE BOARD QUESTIONS FOR MAY.

ARITHMETIC.—1. State six principles upon which operations in fractions largely depend. 6 pts. 2 off for ea. err.

2. How many lots, each 100 feet long and 50 feet wide, can be laid out on a piece of ground 1000 feet long and 600 feet wide?

proc. 5; ans. 5.

3. What is the fundamental principle upon which the G. C. D. is based?

4. Simplify and reduce to lowest terms, by cancellation,  $\frac{104}{88}$  of  $\frac{34}{102}$  of  $\frac{26}{11}$ . proc. 5; ans. 5.

5. I bought 55 English books at 7s. 6d. each; and 25 at 3s. 7½d. each; what did the whole cost in U. S. currency at 23½ cts. per sh?

proc. 5; ans. 5.

6. How many rolls of paper 8 m. long, 45 cm. wide, will be required to paper a room 2 dekameters long, 10.5 m. wide, and 5.05 m. high?

proc. 5; ans. 5.

7. Write a formula, or rule, by which the amount of a sum at interest can always be found. 10

8. What will a bill on London for £1000, cost at \$4.85, allowing ¼% commission for purchase? proc. 5; ans. 5.

9.  $(\sqrt{81} - 16^{\frac{1}{4}}) \times (\sqrt{169} \times 25^{\frac{1}{2}}) = ?$  proc. 5; ans. 5.

10. If ¾ pecks of oats weigh 2½ lbs., what will ⅔ bu. weigh? Solve by proportion. proc. 5; ans. 5.

U. S. HISTORY.—1. Define History 10

2. What are the original materials for History? 10

3. Name the first French and the first English settlements in N. America. 2 pts, 5 each.

4. What was the purpose of the Colonial Union in 1643? 10

5. *a.* How many States were there during the Revolutionary War? *b.* Name them. a 2; b 8.
6. What led to the Constitutional Convention of 1787? 10
7. Name the Presidents who have been Generals in the United States Army. 10
8. What was the result of the Mexican War? 10
9. Name three eminent American writers of History. 3 pts, 4 off ea. om.
10. Give the early history of Indiana. 10

NOTE.—No answer to exceed ten lines.

GRAMMAR.—1. Define a transitive and a neuter verb, and give an example of each. 3, 3, 2, 2.

2. Define and give an example of an exclamatory sentence. 5, 5.
3. What are the essential parts of a sentence? Define each. 4, 3, 3.
4. Name and define the degrees of comparison. 4, 2, 2, 2.
5. What is the difference between a preposition and a conjunction? 10

6. Write a sentence containing five parts of speech, and define each. 5, 1, 1, 1, 1 1.

7. Analyze: "For us to learn to die is the great business of life." Parse *us*. 7, 3.

8. Analyze: "There has been some dispute about who wrote Shakespeare's plays." 10

9. Define proposition, predicate, case. 4, 3, 3.

10. Punctuate: Books are the food of youth the delight of old age the ornament of prosperity the refuge and comfort of adversity a delight at home and no hindrance abroad companions by night in traveling in the country. 10

ORTHOGRAPHY.—1. How many and what sounds has the letter *a*? Write words illustrating each sound. 2 pts, 6, 4.

2. What is a digraph? Give two examples. 2 pts, 6, 4.

3. Which syllable of a word is the penult? Which the antepenult? 2 pts, 5 each.

4. What is the distinction between primary and secondary accent? Write a word which has both primary and secondary accent, and mark the same. 2 pts, 5 each.

5. Write phonically, using the proper diacritical marks, the following words: *Chicago, comfort, through, sight, heiress*. 5 pts, 2 ea.

6. Write ten words dictated by the superintendent. 10 pts, 5 ea.

PENMANSHIP.—1. Define penmanship. 10

2. What are the principal points to which attention should be given in teaching penmanship? 10

3. What is meant by movement? Name and describe the movements commonly employed in writing. 4, 6.

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4. Draw a scale of hights and write the word *plighted*, from which explain the hight of each letter. 5, 5.

5. What is meant by main slant? Connecting slant? 5, 5.

NOTE.—Your writing, in answering the above questions, will be regarded as a specimen of your penmanship, to be marked 50 to 0.

PHYSIOLOGY.—1. What two advantages result from the peculiar constitution of the bones in early life? 2 pts, 5 each.

2. What does a longitudinal section of bone show as to the structure of a bone? 10

3. How can it be shown that the substance of bone is constantly undergoing changes? 10

4. Why should all mental and physical labor be suspended for a time immediately before and after eating a meal? 10

5. Name three beneficial effects of exercise. 3 pts, 4 off for ea.

6. State how a dusty or dirty floor in the school-room may affect the health of pupils. 10

7. Name the organs of special sense.. 10

8. How should the light fall upon the page from which a pupil is reading? Why: 2 pts, 5 each.

9. How may a stroke upon the ear by a book or hand permanently injure that organ? 10

10. What are the uses of pain? 10

READING.—1. What is the word method of teaching primary reading? 10

2. To what extent and for what purposes would you use the word method? 2 pts, 5 each.

3. State a condition essential to the correct reading of a sentence or paragraph. How would you secure it as a preliminary step in teaching reading? 2 pts, 5 each.

4. State two advantages of an erect position when reading. 2 pts, 5 each.

5. What is meant by the natural pitch or key in reading, and why should most reading be in this pitch or key? 2 pts, 5 each.

6. Read a paragraph of prose, and one or more stanzas of poetry. (The selections may be made by the superintendent or by the applicant.) 2 tests, 1 to 25 each.

GEOGRAPHY.—1. Give the difference in miles between the equatorial and polar diameters of the earth. State the theory which accounts for this difference. 5, 5.

2. When are the days and nights equal, and why? 5, 5.

3. What are the relative positions of the equator and the ecliptic? 10

4. Name five of the principal articles exported by the people of the United States. Name five imported. 5, 5.

5. What natural conditions favor the growth of commercial cities? What of manufacturing cities? 5, 5.
6. What territory does the territory of the Chinese include? Describe the climate of China. 5, 5.
7. Describe Iceland. What great natural wonder is found there? 5, 5.
8. Describe the surface of Mexico. Describe the climate. 5, 5.
9. Describe the surface of Florida. Name its leading productions. 5, 5.
10. How is South Africa politically divided? Describe the Sahara. 5, 5.

- THEORY OF TEACHING.—1. What relation does the school bear to the family? 20
2. What must determine the rules and regulations of a school? 20
  3. What is a habit? 20
  4. How can correct habits be formed in the school? 20
  5. Give two reasons for requiring punctuality and regularity in attendance. 20

### ANSWERS TO STATE BOARD QUESTIONS FOR JUNE.

ARITHMETIC.—1. The L. C. M. of the given numbers, which is 120.

2. (1)  $129 - 76\frac{1}{2} = 52\frac{1}{2}$ .  
 (2)  $(12\frac{1}{2} - 2\frac{3}{4} \times 21\frac{1}{2} \times 6\frac{1}{2}) = 1339\frac{1}{4}$ .  
 (3)  $\frac{7}{8}$  of  $1339\frac{1}{4} = 798\frac{1}{8}$ .  
 (4)  $798\frac{1}{8} \times 52\frac{1}{2} = 40971\frac{1}{8}$ .
3. .000624.  
 600.000024.
4. (1) The walls will contain  $(29 + 29 + 23 + 23)$  c. ft.  $\times 20$ , which are 2080 c. ft.  
 (2)  $2080 \times 21 = 43680$ . Ans. 43680 bricks.
5. (1) As \$10,640 is 95% of the amount to be raised, that amount will be  $\frac{100}{95}$  of \$10,640, which are \$11,200.  
 (2) As the polls pay \$1,150, there will remain to be collected by assessment \$10,050.  
 (3) The valuation of the property to be taxed is \$474,500, of which \$10,050 is 2.12 — %.
6. (1) 40 acres = 6400 sq. rods.  
 (2)  $\sqrt{6400} = 80$ . Ans. 80 rods.
7. (1) 1 kilometer = 39,370 inches.  
 (2) 39,370 inches = 3280 ft. 10 in.
8. (1) A and B together do  $\frac{1}{10}$ th.  
 (2) A and C together do  $\frac{1}{15}$ th.  
 (3) B and C together do  $\frac{1}{12}$ th.

- (4) A, B and C working together 2 days will do  $\frac{1}{20} + \frac{1}{15} + \frac{1}{12} = \frac{1}{6}$ .
- (5) As they all working together 2 days do  $\frac{1}{6}$ , working 1 day they will do  $\frac{1}{12}$ , or all in 10 days.
9. This answer must depend upon the candidate's own views, and his reasons therefor.
10. (1) As 48 cents is  $66\frac{2}{3}\%$  of the cost, the cost will be  $\frac{100}{66\frac{2}{3}}$  of 48 cents, which are 72 cents.
- (2) The cost  $+ 33\frac{1}{3}\% = 96$  cents.

**GEOGRAPHY.—1.** By the climate of a country is meant the state of the atmosphere in regard to temperature, winds, moisture, and salubrity. The Climatic Zones, in the northern hemisphere, are the Torrid, Temperate, and Frigid. The object of the climatic division is to represent more accurately the distribution of heat than by the common division into zones. The Climatic Zones are bounded by *isotherms*, instead of the tropic and polar circles. The isotherms of  $72^{\circ}$ , which correspond most nearly with the tropics, and  $32^{\circ}$  (the freezing point), are selected for the boundaries of the Climatic Zones.

2. The Mackenzie River flows in a northwesterly direction. It receives no important tributary. The St. Lawrence flows in a northeasterly direction. Its chief tributaries are Ottawa, St. Maurice, and Saguenay. The Potomac flows in a southeasterly direction, and has the Shenandoah for its chief tributary. The Columbia River rises in the Rocky Mountains and flows toward the west. Its tributaries are Flatbow, Clark's Fork, Spokane, Snake, and Willamette.

3. Quebec is situated on the St. Lawrence; Portland (Maine) is on Casco Bay; Buffalo is on Lake Erie; St. Louis is on the Mississippi, twenty miles below the Missouri; Louisville is on the Ohio.

4. The Alps are in the southern part of Europe, and extend from the shores of the Mediterranean to the valley of the Danube. The Himalaya Mountains are in the southern part of Asia, and extend from the Indus River to the Brahmaputra.

5. The Christian religion recognizes Jesus Christ as the Son of God; while the Jewish religion does not.

6. Great Bear Lake, Great Slave Lake, Athabasca.

7. Columbia.

8. Cape Canaveral, east of Florida; Cape Fear, east of South Carolina; Cape Lookout and Cape Hatteras, east of North Carolina; Cape May, at the mouth of Chesapeake Bay.

9. In the temperate zones.

10. Waves, tides, and currents. Waves are produced by the wind; tides are caused by the attraction of the sun and moon. The main causes of Oceanic Currents are found in the winds, the excessive evaporation within the tropics, which tends to lower the level of the water there, and the difference in temperature in the equatorial and polar regions.

**PENMANSHIP.**—1. The principal subjects that should receive attention in teaching penmanship may be enumerated as follows: Position; pen-holding; movement; form; spacing, and shading.

2. Hold the pen between first two fingers and thumb, the holder crossing the fore-finger in front of the knuckle-joint, and the second finger at the root of the nail; the end of the thumb touching the holder opposite the lower joint of the first finger. The other fingers should be separated from the first two at the middle joint and curve so that the ends of the nails rest upon the paper.

3. The letter *i* is taken as the unit for measuring the height of letters.

4. The small letters are divided into three classes: namely, oval, stem, and loop.

5. The parts of the letter *m* are Second and Third Principles; the parts of *h* are the Fifth and third Principles, joined in a point on the base-line; the parts of *a* are the Left Curve, Fourth and First Principles.

To know, to execute, to criticise and to correct, are steps that should be observed in teaching penmanship.

**READING.**—1. Articulation is the distinct utterance of the elementary sounds. Accent is stress of voice upon a particular syllable. Deficiency in the former usually comes from a habit of slurring, or of omitting a necessary part of the sound; in the latter, from incorrect teaching or from carelessness.

2. In giving expression to the thoughts of another in reading, two things are involved, vocal delivery and movements. The first of these is termed *expression*. The method of teaching this depends largely upon the age of the pupil. The means employed are proper example (or good reading), on the part of the teacher, and the study of the thought to be expressed and of manner of expressing it on the part of both teacher and pupil. Primary pupils are mainly taught by requiring close attention to and proper imitation of good reading on the part of the teacher. The fact should not be lost sight of even here, however, that the sooner one comes to know and feel the thought to be expressed, the sooner will the expression become living and natural, and no longer mechanical. As the pupils grow in knowledge and thinking power, the reasons for changes required by the teacher should be more and more fully given and finally formulated into rules to be learned and followed. Care should be taken by the teacher not to carry this too far, else pupils think the method of expression everything, the thought nothing, and thus become a set of ranting "elocutionists." Teachers can often make their instruction in reading more successful by following a plan and making selections from the Reader *or elsewhere*, as circumstances may re-

quire, rather than by taking the lessons as they come in the Reader.

3. (See answer to Q. 1, June number.)

4. "*What!* Weep you when you but behold  
Our Cæsar's *vesture* wounded? Look ye here,  
Here is *himself*, marred as you see, by traitors."

5. The one great object in teaching primary reading is to enable the pupil to read pleasantly and intelligently. Things essential in securing this are clearness in enunciation, correctness in pronunciation, and pureness and sweetness of tones. Nothing grates more harshly upon the ear than rough, illy-regulated, and wrongly pitched tones.

Other things that may be had in view are an increase in the pupil's vocabulary of *known* words, a habit of thinking and of thinking rightly, (so as to place the emphasis properly), and a knowledge of the meaning and use of pauses. This latter may seem the simplest object in view; perhaps it is for that reason it is very frequently neglected. The writer was taught to pause and count *one* for the comma, *two* for the semi-colon, *four* for the colon, and *six* for the period, interrogation point, and exclamation point. This was adhered to rigidly, in all cases and under all circumstances; yet the intelligent teacher will at once see that this would take all the strength from certain kinds of composition. Rhetorical pauses were unheard of till he became a teacher himself. The pupil should be so thoroughly taught the thought of the passage to be read that he will insensibly make the required pauses. This can not be done unless the pupil make the reading lesson an actual study—as much so as the arithmetic lesson or the geography lesson.

GRAMMAR.—2. *As* is an adverb, modifying *many*; *as* is a relative pronoun, agreeing with its antecedent *persons* understood, and nominative case, subject of the verb *know*; *as* is a common noun, object of the participle *parsing*.

4. To try to do one's best at all times is the way to make progress.

7. The person that was thrown from the carriage, and that was picked up insensible, died. Who was Joseph and Benjamin's mother?

8. Second Reader pupils should—

(1) Be encouraged to tell what they know or have seen.

(2) Recite verses, maxims, and select paragraphs.

(3) Use new words in sentences of various forms.

(4) Fill blanks with proper words.

(5) Reproduce in oral form and in writing, stories told or read to them, or read by them.

## MISCELLANY.

The Central Normal School at Ladoga reports bright prospects for the future. Warfel and Gatch, principals.

**ERRATA.**—In last month's Journal, page 269, in the first line, the word tutelary should be *titulary*, and on the same page in the 12th line, the word scientiarium should be *scientiarum*. The mistakes were with the proof-reader, and not with the author.

A Longfellow Memorial Association has been formed, with James Russell Lowell, president, Arthur Gilman, Secretary, and John Bartlett, treasurer. One dollar contributions are asked. All money should be sent to the treasurer, P. O. Box 1590, Boston, Mass.

**EVANSVILLE.**—Evansville has had a prosperous school year. Thirty-three pupils graduated from the white high school and three from the colored. These schools are separate and the commencements were held at different times.

The Ohio teachers hold their State Teachers' Association this year at Niagara Falls, July 5, 6, 7. J. J. Burns, ex-State Superintendent, is president. Two years ago the Association went to Chatauqua, N.-Y. For many years it has been held with great uniformity at Put-in-Bay. The Ohio folks know how to have a good time.

**MEETING OF COUNTY SUPERINTENDENTS.**—There will be a meeting of the County Superintendents of Eastern Indiana, on Tuesday, September 19, 1882, at Bluffton, Wells county. The programme will be arranged by Supt. Ernst, and will no doubt be an interesting one. Trustees as well as superintendents are profited by these meetings. All are invited to attend.

**MUNCIE.**—The school trouble at Muncie, which began more than one year ago, and has continued with varied degrees of intensity since, has not yet terminated. The old board elected the superintendent (Allen) and a corps of teachers. The new board, securing a decision of the Attorney General to the effect that the new and not the old board should elect superintendent and teachers, have abolished the office of superintendent, and made Mrs. Emma Mont. McRae principal of the high school. This seems to be a sort of compromise measure. This school war is certainly unfortunate for Muncie.

**ANTIOCH COLLEGE.**—This college, located at Yellow Springs, O., was originally built by the Christian (New Light) church, and was opened in 1853, with Horace Mann as president. Financial embar-

rassment finally threw it into the hands of the Unitarians. The college has been closed for the past two years. A movement is now on foot to reopen it under the auspices of its original founders. The prospects are flattering for a large and enthusiastic opening next September.

The following letter to E. E. Smith, of Purdue University, will correct an error found in most books of reference :

"DANVERS, MASS., 2d mo. 16, 1882.

*Dear Friend:*—My birthday was December 17, 1807. I left Haverhill in 1836.

Thy Friend,

JOHN G. WHITTIER."

UNION CHRISTIAN COLLEGE.—This college, located at Merom, Ind., has just closed a very prosperous year, in fact the most prosperous in the last decade. Its friends regret much the resignation of its president, Rev. T. C. Smith, who has for seven years conducted the college in a very satisfactory manner. The following resolutions, unanimously adopted by the trustees, fairly represents his appreciation :

"WHEREAS, Rev. Thomas Corwin Smith, who has served as president of Union Christian College for the past seven years, has felt it his duty to urge upon the trustees his resignation at this time, therefore be it

*Resolved*, That we accept his resignation with much regret, realizing as we do that the college has just entered upon a period of new prosperity, and that it will be difficult to find a person who will fill his important office with equal acceptance.

*Resolved*, That in President Smith we recognize a ripe scholar, a Christian gentleman, an able and conscientious educator and an executive officer of great ability; and while we express our regret at severing our connection with him, we wish to assure him of our undiminished esteem and our earnest desire for his continued usefulness and success in whatever field of labor he may occupy."

The National Association, which will convene at Saratoga, N. Y., July 11th, in connection with the American Institute of Instruction, bids fair to be the largest educational gathering ever held in this country. Indiana should be well represented. J. H. Smart is the retiring president.

Trunk lines of railroads west of New York, while not making special rates, will sell excursion tickets at reduced rates.

Iowa University, located at Grinnell, Iowa, has met with a great calamity. A recent storm, which destroyed nearly half the town, razed to the ground the two principal college buildings. Several lives were lost.

The State Board has issued an "Outline of Institute Work" for the use of instructors in the county institutes of Indiana, for the year 1882, similar to the one issued last year. The last-year's was good and this one is better. It will do much to direct and help this important work. The Board deserves credit and thanks for its work.

The Northern Indiana Normal School, at Valparaiso, still reports progress. The word is, new buildings well under way, more than 200 additional rooms for students, library greatly enlarged and free to students, museum and laboratory well fitted up, new apparatus purchased, out of debt, every department to be fitted up in good style. H. B. Brown, principal.

QUERY.—"Mr. Editor: What do you think of a person who deliberately and maliciously neglects to pay his honest debts? Has such a person sufficiently good moral character to obtain a license to teach school? Is such a one a worthy example for our boys and girls?"

Respectfully referred to those to whom the above is applicable. We entertain a very decided opinion, but prefer under the circumstances not to express it, lest a *few* of our readers might take it as *personal*.

Mrs. N. M. Ruick, *nee* Lamb, who was for several years a teacher in the Indianapolis schools, is now living at Bellevue, Idaho. She recently read a paper on "Specialty Schools," that was so racy and piquant that it was printed in full in the local paper and heartily endorsed by the editor. It makes some excellent points.

QUERY.—"Is it correct to read the word *and* anywhere except between the whole number and the decimal?"

Answer—Yes. Between whole numbers and fractions as  $6\frac{2}{3}$  (six *and* two-thirds); also, between integral decimal figures and the part of a decimal expressed by a common fraction (see ex. 3); but nowhere else.

(1) 42687—Forty-two thousand six hundred eighty-seven.

(2) 4268.7428—Four thousand two hundred sixty-eight, and seven thousand four hundred twenty-eight ten-thousandths.

(3) 426.4268 $\frac{1}{2}$ —Four hundred twenty-six, and four thousand two hundred sixty-eight and one-half ten-thousandths.

The State Normal School, at its last commencement, graduated a class of thirty. The papers read indicated a continuance of that close, logical, mental drill for which the school has always been noted. The school has just closed one of its most prosperous years. The letter of Dr. Harris to Supt. Bloss concerning the school, printed on another page, is worth reading for the sake of the thought suggested.

**HIGH SCHOOL COMMENCEMENTS.**—The Journal acknowledges the receipt of a large number of programmes and notices of high school commencements, and regrets its lack of space to make a notice of each. These exercises are very largely attended, and do much toward popularizing the public high school.

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### HOW TO GET TO THE NATIONAL ASSOCIATION AT SARATOGA.

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One way to go to the National Association is to go by Cincinnati, thence by way of the C. & O. Road via Kanawha Falls and the famous White Sulphur Springs to Richmond, Va.; thence by Old Dominion Line of Steamers to New York.

Tickets from Indianapolis to New York and return, good on any train and with stop-over privileges at any point until October 1st. Round trip from Indianapolis, \$28; from Cincinnati, \$25.

This rate includes state room and meals on the steamer.

Round trip fare on day boats on Hudson River from New York to Albany, \$2.

Certificates on which tickets will be issued in Indianapolis can be obtained at 16 Bates Block, of J. H. Smart.

Tickets from Cincinnati can be obtained of E. F. Kelley, No. 171 Walnut street, Cincinnati.

No rates have as yet been made between Indianapolis and Niagara Falls, but from Niagara Falls to Saratoga one can go to Rome via Rome, Watertown & Ogdensburg Railroad, paying full fare *one way* and be returned *free*. From Rome to Schenectady, on New York Central at 2 cents per mile; thence to Saratoga for \$1.30. This will make the round trip from Niagara to Saratoga about \$9.

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### THE CHEMISTRY OF CHARACTER.

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John, and Peter, and Robert, and Paul,  
 God in His wisdom created them all;  
 John was a statesman, and Peter a slave,  
 Robert a preacher, and Paul was a knave.  
 Evil or good, as the case might be,  
 White or colored, or bond or free,  
 John, and Peter, and Robert, and Paul—  
 God in His wisdom created them all.

Out of earth's elements mingled with flame,  
 Out of life's compounds of glory and shame,  
 Fashioned and shaped by no will of their own,  
 And helplessly into life's history thrown;

Born by the law that compels men to be,  
Born to conditions they could not foresee,  
John, and Peter, and Robert, and Paul—  
God in His wisdom created them all.

John was the head and heart of his State,  
Was trusted and honored, was noble and great;  
Peter was made 'neath life's burdens to groan,  
And never once dreamed that his soul was his own;  
Robert, great glory and honor received,  
For zealously preaching what no one believed;  
While Paul of the pleasures of sin took his fill,  
And gave up his life to the service of ill.

It chanced that these men in their passing away  
From earth and its conflicts, all died the same day.  
John was mourned through the length and breadth of the land;  
Peter fell 'neath the lash of a merciless hand;  
Robert died with the praise of the Lord on his tongue,  
While Paul was convicted of murder and hung.  
John, and Peter, and Robert, and Paul—  
God in His wisdom created them all.

Men said of the statesman—"How noble and brave;"  
But of Peter, alas, "He was only a slave;"  
Of Robert—"Tis well with his soul, it is well,"  
While Paul they consigned to the torments of hell.  
Born by one law, through all nature the same,  
What made them differ, and who was to blame?  
John, and Peter, and Robert, and Paul—  
God in His wisdom created them all.

Out in that region of infinite light,  
Where the soul of the black man is as pure as the white—  
Out where the spirit, through sorrows made wise,  
No longer resorts to deception and lies—  
Out where the flesh can no longer control  
The freedom and faith of the God-given soul,  
Who shall determine what change shall befall  
John, and Peter, and Robert, and Paul?

John may in wisdom and goodness increase,  
Peter rejoice in an infinite peace,  
Robert may learn that the truth of the Lord  
Is more in the spirit and less in the word,  
And Paul may be blest with a holier birth  
Than the passions of men had allowed him on earth.  
John, and Peter, and Robert, and Paul—  
God in His wisdom created them all.

## JOHNNY'S COMPOSITION.

The trustees of a school once offered a prize to the scholars in it for the best composition. All the boys were compelled to write, and were allowed to choose their own subjects. One boy declared that he could not do it. He could not think of anything to write about. Nevertheless, he was obliged to become one of the unwilling competitors. When the day of trial came, he read his composition, or rather a part of it, for he was not permitted to read it all.

He began: "My composition is about Spring. Spring will soon be here. How do I know that? Because it came last year, and the year before that, and the year before that.

"The grass will soon grow green, and the trees put forth leaves. How do I know that? Because the grass grew green, and the trees put forth leaves last year, and the year before that, and the year before that, and the year before that.

"And the little lambs will come, and they'll gambol, and play, and have a good time. How do I know that? Because the little lambs gambled last year, and the year before that, and the year before that, and the year before that. And—"

"That will do, Johnny," interrupted a trustee, tired of the iteration; and Johnny marched from the stage to his seat, repeating—

"And the year before that, and the year before that, and the year before that."

The audience screamed with laughter, but Johnny's composition did not gain the prize.

## COUNTY SUPERINTENDENTS' CONVENTION.

The county superintendents of the state held their annual meeting in Indianapolis, June 20th and 21st, and carried out quite closely the programme published. The following counties were represented:

Adams, G. W. A. Luckey; Bartholomew, John M. Wallace; Benton, B. F. Johnson; Brown, S. P. Neidigh; Carroll, T. H. Britton; Clay, John W. Stewart; Daviess, David M. Geeting; Decatur, John H. Bobbitt; Delaware, A. W. Clancey; Dubois, Andrew M. Sweeney; Fayette, Josiah S. Gamble; Franklin, Michael A. Mess; Fulton, Wm. J. Williams; Grant, George A. Osborn; Greene, Samuel W. Axtell; Hamilton, A. H. Morris; Harrison, Daniel F. Lemon; Hancock, R. A. Smith; Henry, Timothy Wilson; Hendricks, J. A. C. Dobson; Howard, John W. Barnes; Jackson, Jas. H. Hamilton; Jasper, David B. Nowels; Jay, Wm. J. Houk; Jennings, T. Cope; Jefferson, O. E. Ambuckle; Johnson, D. A. Owen; Knox, E. B. Milam; Kosciusko, S. D. Anglin; Lawrence, W. B. Chrisler; LaGrange, E. D. Machan; Madison, Wm. Croan; Marion, L. P. Harlan; Martin, Z. F. Williams.

Miami, Walter C. Baily; Monroe, John M. McGee; Montgomery, John G. Overton; Morgan, E. W. Paxson; Newton, Wm. H. Hershman; Noble, Nelson Prentiss; Ohio, C. M. Marble; Orange, Geo. W. Faucett; Owen, Oliver P. McAuley; Parke, W. H. Elson; Pike, W. M. Vansickle; Putnam, L. E. Smedley; Rush, J. L. Shauck; St. Joseph, Calvin Moon; Sullivan, James A. Marlow; Tippecanoe, W. H. Caulkins; Tipton, George C. Woods; Vanderburg, J. W. Davidson; Warren, Alonzo Nebeker; Wabash, H. A. Hutchins; Wayne, J. C. Macpherson; Warrick, Wm. W. Fuller; Wells, W. H. Ernst; Whitley, J. W. Adair.

As the work of the meeting pertained largely to what is of special interest only to superintendents, and as arrangements were made to have the minutes printed in full and sent to each superintendent and trustee, a full report is not necessary. The following, however, is of general interest:

The Committee on a System of Graduation from District Schools, Mr. Nowles, of Jasper, Chairman, reported as follows:

We recommend the practice of granting diplomas or certificates of proficiency to pupils who have completed the course of study in district schools, and make the following suggestions as to the plan for the accomplishment of this purpose:

1. Two months before the close of school the teacher shall notify the superintendent of the number of names of pupils who have been preparing for the certificate examination for graduation.

2. The superintendent shall examine such pupils at a time and place agreed upon by parties interested.

3. The superintendent shall determine from such examination and from other information whether the applicants are worthy the certificate, and shall notify the teachers and other parties interested, of his decision.

4. At a time and place designated by the trustee, the schools of the township shall be assembled, and the successful applicant shall be called upon to recite orally, in the presence of the assembled schools, parents, and visitors, in such manner as may be directed by the superintendent, or trustee, should the superintendent be absent.

5. Other exercises may be provided for the day as may be deemed expedient.

6. Such applicants as sustain a general average of 85 per cent. do not fall below 70 per cent. in any branch, shall receive a certificate, signed by the superintendent, trustee, director, and teacher. Such certificate to be then and there publicly presented to the successful applicants by the superintendent, trustee, or some other person selected for that duty.

7. A record of the names and age of pupils, date of graduation, name of the school, and of the teacher under whose tuition the pupils

graduated, shall be kept by the county superintendent and township trustee.

Your committee would submit the following as a form of words for the diploma herein contemplated :

#### INDIANA COMMON SCHOOLS.

##### [*Certificate of Graduation.*]

This certifies that ————, of District No. —, Township of —, County of —, having completed the course of study adopted for the Common School of said County, and having passed a creditable examination in orthography, reading, writing, arithmetic, geography, English grammar, physiology, and United States history, and having sustained a record for correct deportment, is granted this certificate of graduation.

The report was adopted.

The following officers were elected for the ensuing year :

Elisha B. Milam, of Knox, President.

B. F. Johnson, of Benton, First Vice-President.

William J. Houk, of Jay, Second Vice-President.

William B. Chrisler, of Lawrence, Third Vice-President.

Simeon P. Neidigh, of Brown, Secretary.

George G. Wood, of Tipton, Treasurer.

The meeting was one of the largest, and was generally voted to be one of the most profitable ever held.

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#### P E R S O N A L .

D. D. Luke is re-elected at Ligonier.

F. Treudley, Union City, is re-elected.

Chas. E. Hewett is re-elected at Knightstown.

J. A. Kibbie has been re-elected at Kendallville.

Lee Ault will continue in charge at Hagerstown.

G. B. Haggett is superintendent of the Albion schools.

A. M. Huyck is principal of the Frankfort high school.

Henry Gunder will stay at New Castle at a salary of \$1200.

C. M. Merica has been re-elected as principal at Garrett for next year.

Frank F. Prigg is to be principal of the Danville schools next year.

R. A. Chase has been re-elected superintendent at Plymouth—of course.

R. I. Hamilton has been re-employed to superintend the Anderson schools.

W. S. Walker, of Jonesborough, is elected superintendent at Williamsport.

Mrs. Jane G. Holcomb will remain principal of the Richmond high school.

Prof. Kemple, of Saginaw City, Mich., high school, takes a position in Laporte high school.

John Cooper has been re-elected superintendent of the Evansville schools at a salary of \$2500.

Horace Phillips, of Grand Haven, Mich., will take the superintendency of the Laporte schools next year.

Prof. E. E. Smith has been for the sixth year retained as Principal of the Academy of Purdue University.

C. P. Mitchell, a graduate of the State Normal, has been elected superintendent of the Rensselaer schools.

A. P. Allen, formerly of this state, will open a summer normal July 12th, at Hillsboro, Ill., his present home.

R. A. Ogg has been re-elected principal of the New Albany high school, with his salary increased to \$1200.

P. P. Shultz, for many years the superintendent at Rising Sun, will go next year to Mt. Vernon and take the schools there.

F. M. Westhafer is principal of a school at Woodstock, Iowa, but expects to return to Martin county, his old home, next year.

A. Tompkins, a graduate of the State Normal School, has been elected superintendent of the Franklin schools, instead of E. M. Kemp, resigned.

Andrew J. Rickoff, for the past fifteen years superintendent of the Cleveland, O., schools, has been elected superintendent of schools at Yonkers, N. Y.

Chas. Doelle, who has for six years past been the efficient teacher of the Huntersville schools, has gone to Chicago to engage in the mercantile business.

D. M. Nelson, a this years graduate of the State Normal, is to take the Worthington schools, and Bailey Martin, his classmate, is to be principal of the high school.

W. T. Lucas has been re-elected to take the Patoka schools next year. He and S. M. Hutzler, of the State University, have closed a 10-week normal, enrolling over 100.

W. H. Sims and his entire corps of teachers have been re-elected at Cambridge City. The local papers speak in high terms of the exhibit of school work made at the close of the year.

F. M. Allen, superintendent of the Muncie schools, was on commencement evening made the recipient of a gold watch from the teachers and pupils, and of a gold watch-chain from the graduating class.

John W. Cowan, formerly superintendent of Steuben county, and well and favorably known in Northeast Indiana, has been elected superintendent of the public schools of Fargo, Dakota Territory. Fargo has a population of about 7000.

The editor of this Journal was recently elected President of Antioch College, his alma mater, located at Yellow Springs, O. While he highly appreciates the honor thus conferred, he has decided not to accept the place, but to remain in his native state and continue his chosen work.

E. A. Haight, principal of the Vincennes University, has gotten into trouble. He visited Terre Haute with one of his lady teachers and registered as "E. H. Alberts and lady." Both he and the lady have always maintained untarnished characters, and he explains the assumed name as simply a freak of fancy. His indiscretion is likely to cost him his place.

Miss Maria Mitchell, Professor of Higher Mathematics and Astronomy in Vassar College, has just had conferred on her the honorary title LL. D. by Hanover College, this state. This is the first instance in the history of the world of this high title being conferred upon a woman. No one who knows Miss Mitchell will doubt that it is merited. Hundreds of men with not half the ability have been thus honored.

B. A. Hinsdale, president of Hiram College, Ohio, has been elected superintendent of the Cleveland, O., schools, in place of A. J. Rickoff. President Hinsdale is a strong man, but has not had public school experience. Mr. Rickoff has been at the head of the Cleveland schools for 15 years, and given them a rank equal to the best in the country. A superintendent can not by any possibility please everybody, and his dismissal, whatever may be his merit, is only a matter of time. "Sad, but true."

Chas. F. Coffin, of the Connersville high school, has been elected superintendent of the New Albany schools. Mr. Coffin is a graduate of Asbury University, and will be remembered as the person who won the prize at the state, and also at the inter-state oratorical contests last year. He has before him a great work for one of his years

and experience, but his three years experience as a teacher, his general scholarship, his uniformly courteous bearing, his integrity of character, and last but not least, his ambition to do a good work and make an honorable record, will go far toward insuring his success.

Asa. M. Weston, of Henry county, has been announced as a candidate for State Superintendent before the Democratic convention. Mr. Weston is a graduate of Antioch College; he was for three years principal of the Vernon schools, but most of his teaching experience has been as President of Eureka College, Ill. Mr. Weston has scholarship, but it will be against him that he has not been more prominently and permanently identified with Indiana schools.

A. L. Lamport has given up the schools at Waterloo, where he had been for several years, on account of ill health. Instead of "wielding the rod" he proposes to "swing the hoe," and thus imbibe sunshine and health.

T. J. Charlton, Supt. of the Indiana House of Refuge at Plainfield, has been tendered his old place as superintendent of the Vincennes schools, but declines. He is doing good work where he is.

D. B. Veazey is again "one of the boys." He has entered the list as general agent for the publications of A. S. Barnes & Co., with headquarters at 36 Madison street, Chicago.

J. H. Martin has been re-elected at Madison. Reports from various sources coincide in the statement that Mr. Martin's work, the past year, has been very successful.

J. V. Coombs, well known in this state, has taken charge of the East Illinois College and Normal School at Danville, Ill.

Jesse H. Brown's services can be had for institute work for the weeks beginning August 28th and September 4th.

J. C. Eagle declined the superintendency of the Franklin schools and decided to stay at Edinburgh.

W. W. Grant has been re-elected principal of the Indianapolis high school, at a salary of \$2,000.

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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### ANALYTICAL CHEMISTRY IN HIGH SCHOOLS.

I propose to report the result of ten weeks work in the Indianapolis high school. In accordance with a resolution of the school board analytical chemistry was introduced into the course during the school year just closed.

Ten tables, with gas, water supply and waste pipe, were fitted up and stocked with chemicals at an expense of about one hundred dollars. A large table upon which to perform experiments selected from the text-book; and another, upon which to write reports, completed the outfit.

The work consisted of analysis and the performance of text-book experiments. Ten pupils were put at the tables, and furnished with reagents, solutions, etc., for analytical work. The other members of the class were assigned work from the text-book each day.

In analysis twenty solutions, containing generally a base and an acid, were first given; these were followed by about ten other solutions containing from two to ten substances. In all cases the pupil was ignorant of the character of his solution. Following this work a kind of thesis substance, such as clay, type-metal, solder, brass, etc., was selected.

The experimental work was so arranged that no two pupils had the same experiment at the same time. Eliot and Storer's Elementary Chemistry was used as the basis of this work, it being the text-book used in the high school. A few days were devoted to Blow-pipe Analysis. The analytical work was reported in small blank-books, with all the equations worked out. The experiments were reported upon slips of paper, and the pupil was encouraged to report just what he did, and only what he actually observed. Recitations were had from time to time to test the pupils' progress. The standing at the end of the quarter was based upon the pupil's neatness in his work, his skill in performing experiments, and upon the general appearance and accuracy of his report on the analytical work. We had all the hindrances incident to a first attempt in such work, and yet the success of the experiment has been such as to very much encourage us in making another effort next year.

The pupil's knowledge of the text-book has been increased. An intelligent conception of analytical chemistry has been received. Good habits as to order and neatness have been acquired. Skill in manipulation and a desire to continue in the work are among the best results.

It is believed that with increased facilities a much higher success may be attained in our high schools.

J. MONTGOMERY,  
High School, Indianapolis.

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## BOOK TABLE.

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*Literature* is the new name of *The Wyoming Literary Monthly*, published at Buffalo, N. Y. The number before us is first-class.

The *Atlantic* for July contains the last poem written by Mr. Longfellow, entitled "The Bells of San Blas." The manuscript bears date March 15th, which was but a few days before Mr. Longfellow's final illness.

Last month in noticing, Sheldon's Readers, they were called "Model Readers" instead of *Modern Readers*. As another series is called Model Readers, this correction is necessary. The Fourth Reader of this series is just out, and will be noticed next month.

*A Method in Geography, for the use of Teachers and Teachers' Institutes.* St. Louis: American School Book Company.

The title indicates the true character of this little book. It is a successful attempt to present a natural, practical method of teaching geography. It contains many excellent suggestions, and will be helpful in teaching any grade of the subject, and especially the primary.

*Patterson's Elements of Grammar, with Practical Exercises.* By Calvin Patterson, Supt. of the Brooklyn Schools. New York and Chicago: Sheldon & Co. Cyrus Smith, Indianapolis, agent for Indiana. pp. 224.

In this book the author has happily united the Language Lesson method with the Grammar methods. The first part is on the objective plan, and lays the foundation for what is to follow. The drills in practical exercises are well arranged. Everything that a child needs, and more than he commonly gets, in the common school course, is found in this one little volume. Examine it.

*Rand, McNally & Co.'s Index Atlas of the World.* Chicago: Rand, McNally & Co.

This is decidedly the best production of the kind we have ever seen. It contains large and well executed maps of every country on the globe. It contains historical, statistical, and descriptive matter relative to each of these countries. In addition to the statements and the tables, which are full and accurate, the author employs colored diagrams, by means of which one can really see the relative increase or decrease of population, wealth, debt, and taxation, productions, manufactures, commerce, religious sects, etc., etc., etc., etc. It contains nearly every geographical name known.

In connection with the map of each country or state there is an alphabetical list of the counties, creeks, islands, rivers, lakes, mountains, towns, and cities, etc. Every post office is named, and the population of every village given, using the latest census. Each name is followed by a letter and a figure. By referring to the map and finding the letter in the margin at the side and the figure at the top, and then from these extending one line horizontally and the

other vertically, the point of intersection will be the location of the place named. The work is a complete geographical ccylopedia in itself, and is a very valuable book of ready reference.

*How to Talk; or, Primary Lessons in the English Language.* By W. B. Powell, A. M. Philadelphia: Cowperthwait & Co. F. S. Beldon, Chicago, western agent. pp. 208; price 42 cts.

The above little book is another effort to put forth a systematic method of training children to speak correctly. The advantage of *forming* correct habits in the use of language, in early life, over *re-forming* bad habits in later life, can not be over estimated. The idea that one can acquire the correct use of language by committing rules and definitions, and parsing, is rapidly giving way to the better thought that the only way to learn to use language is to *use* it.

The purpose of this book is to guide the young learner in the correct use of language while he is forming habits of speech. Completing expressions, filling blanks, correcting errors, parsing, analyzing, etc., are all useful exercises, but are of little value in fixing habits of speaking. Such habits are attainable only by the exercise of *original* expressions.

This cultivation of original expression is the great merit of this book, and is what gives it precedence over any other book of its class. It should be seen by every teacher.

*A Dictionary of English Phrases, with Illustrative Sentences*—By Kwong Ki Chiu. New York and Chicago: A. S. Barnes & Co.

That such a book as the above should have been written by a Chinaman is very remarkable. Mr. Kwong was a member of the Chinese Educational Mission in the United States, and has compiled an English and Chinese dictionary. The book is composed largely of linguistic anomalies, usually called phrases, which are wholly conventional, and the meaning of which can not be gathered from the words that compose them—e. g., "to cut under," "flea in the ear," "to make a clean breast of," "put to the blush," etc.; and 2d, of slang phrases such as "Adam's ale," "up to snuff," "all in one's eye," "jack of all trades," etc.; and in addition to these are idiomatic phrases, English proverbs, Chinese proverbs, etc.

It embraces over 900 pages, and covers the ground thoroughly. The book, altogether, is very unique and very valuable. It is highly commended by the leading literary men and magazines of the country.

## BUSINESS NOTICES.

We want very much a few more Feb. Nos., '82, and as many May Nos., '82, as we can get. Any one who will return to us, in good condition, will have his time extended one month for each Journal sent.

Have you paid for your Journal? If not please attend to it at once.

If you wish to raise a club for the Journal, write for terms to agents.

See advertisement of Geographical Reader, by Chas. Scribner's Sons.

**LONGFELLOW LEAFLETS.**—Special attention is called to the advertisement on another page of Longfellow's works, all of which, including the "Leaflets," are published by Houghton, Mifflin & Co., Boston, Mass.

**Phonography, or Phonetic Shorthand.**—Catalogues of works, with Phonographic alphabet and illustrations, for beginners. sent on application.

7 3<sup>t</sup> Address, BENN PITMAN, Cincinnati, O.

**IF YOU** want to be a **Telegraph Operator**, send 25 cts. for the **Most Complete Telegraph Instructor** in the world. C. E. JONES & BRO., Cincinnati, O.  
7-3<sup>t</sup>

## THE STATE NORMAL SCHOOL.

CONCORD, MASS., June 3d, 1882.

Hon. John M. Bloss, Supt. of Public Instruction, State of Indiana:

SIR :—Having been appointed a member of the State Board of Visitors of the Normal School at Terre Haute, I have availed myself of an occasion to make some examination of its present methods and condition. From several previous visits, I have had an opportunity to become acquainted with its organization and progress, both under its former principal and its present one.

I have taken special interest in the work of this school on account of the thoroughness of its instruction in methods and the special attention given to the philosophy of exposition or development of the subject taught. Each teacher has been accustomed to study his or her theme in view of its widest relation to other special themes and to the development of the mind in general. The pupil has been required to prepare his lesson with reference to discussion of these wide relations, and thus a habit of reflection engendered that would make itself felt when the pupil came to his after work in the school-room. All will agree that the children of Indiana should be taught in her schools *to think*, and the best guaranty for this is the training of thinking teachers in this Normal School. I have often spoken with warm commendation of the work in this school on account of this thorough training in the habit of reflection, which was the characteristic of the school under the principalship of Professor William A. Jones, and in my opinion, still remains its characteristic.

In our American school to a greater extent, perhaps, than in the schools of other countries, the recitation is the important means of teaching the pupil how

to study the book and get information and insight for himself. For the American teacher relies on the use of the text-book more than the teacher of England or Germany does, and expects more of self-preparation on the part of the pupil than is expected there. Our greatest danger, therefore, lies in the tendency to permit the mechanical habit of memorizing the text-book, instead of mastering its thoughts. The correct recitation is devoted chiefly to this matter of understanding the subject, and the pupil is held responsible for the work of expounding the subject in an intellectual manner. The pupil learns from the standard insisted upon by the teacher, what he should have made the book give him, and what he must demand from the book the next time. He sees the thought of the book filtered through the minds of his fellow-pupils in the recitation and learns how to vary the expression of the same thought and how to make its statement more explicit.

Our national life rejects the social system of castes, and demands of each individual a preparation for the highest duties as self-governed citizens. This involves the duty of perpetual education, and is not practicable or conceivable except under the condition that the individual is an habitual reader of books and newspapers. The useful American citizen can not be found outside of the class who read the newspaper, for the reason that our government is based on enlightened public opinion secured through the newspaper. It is most important with us, therefore, that the citizen shall be able to understand the printed page. From instinct, doubtless, our common school system has aimed steadily in this direction, against the tide of educational reform which has looked to European models and insisted upon oral instruction as a desirable substitute for the text-book.

The true reform should insist upon making instruction go to develop skill in the pupil to use the book. The book renders him independent of the personal aid of others and gives him the ability to help himself to the wisdom of the race as it is found preserved, free for all, on the printed page.

I count it, therefore, a fortunate thing for Indiana that her Normal School aims to prepare its pupils for their work of instruction by training them in the use of the text-book, while it guards them against the abuse of it by teaching them the art of exposition used in the book and how to criticise its method and its information.

Again, the school at Terre Haute has taught with great care the philosophy of the mind, giving the pupil insight into the nature of the human will and intellect, whose development it is to be his vocation as teacher to watch over.

The increased attention to the school of practice I consider an advantage. The pupils have a better opportunity to test their theories and to learn how to apply them, under the criticism of their fellow-pupils and of their teachers.

The introduction of the study of Latin has added an important means of culture which will give the teacher aid in understanding and using English. I am glad to note, also, improved facilities for illustrating the natural sciences, and a larger portion of time devoted to them.

The State Normal School derives its pupils mainly from the rural portions of the state, and it furnishes teachers directly for the country schools. The cities mostly provide themselves with normal or training schools for their own

supply of teachers. The teachers from city normal schools seek and obtain places in the cities, and it is the State Normal School that supplies the country districts with skilled professional talent.

It is desirable that some pupils shall be drawn to the Normal School from the class that have had the benefit of college instruction. The inducements held out recently to this class, therefore, will, I trust, prove a wise measure. The teachers of the high schools and colleges will generally come from among college graduates, on which account it is very desirable that some instruction in the theory and art of education should be given in colleges. But the Normal School alone can afford to devote sufficient time to the subject to prepare the professional teacher.

I note with pleasure the strict discipline in the school. The pupils are generally of mature age and are very earnest in their deportment. The temptation in such a school is to leave the pupils to their own pleasure and not to insist on regulations which would be thought necessary in the primary or Grammar schools. But it is wise to make of the normal school a model school, so that the future teacher may practice now what he will teach by and by. Only by conforming himself to the requirements of a good school will the ideal become thoroughly impressed on his mind. The administration of this strict discipline with a uniformly courteous manner is noeworthy in the school at Terre Haute, and is very commendable. Rough, rude manners are above all to be banished from the school-room; the old-time school nearly neutralized its good influence by neglecting this principle.

The unity of feeling observable among the members of the faculty must be looked upon as a pledge of that cooperation necessary for making the school a success in the highest sense of the word, under the guidance of the discreet and able administration of its principal, Prof. George J. Brown.

In conclusion I would congratulate the citizens of your state on the possession of a first-class institution for the education of home talent, thereby rendering it unnecessary to import professionally educated teachers from neighboring states, at such higher wages as would induce them to migrate from home, while the native talent of Indiana remained undeveloped. The great increase in numbers of pupils enrolled at the Terre Haute Normal School, indicates that the policy of the state is supported by the people.

I am, yours very respectfully,

WM. T. HARRIS.

T H E

# Northern Indiana Normal School

## and BUSINESS INSTITUTE,

VALPARAISO, INDIANA,

WILL OPEN ITS

41ST SESSION ON TUESDAY, AUG. 29, 1882.

:o:

This institution, now more prosperous than ever before, has grown and flourished solely upon its own merits. Strict attention to business, thorough

work in every department, and honorable competition, without any attempt to disparage the good work of other schools, have won for it encomiums from leading educators everywhere, and have in eight years built up a school from one beginning with 35 students to one whose average enrollment exceeds 1200, thus making it the

## LARGEST NORMAL SCHOOL IN THE LAND.

The attendance each succeeding term has been greater than that of the corresponding term of the previous year.

The summer term, which has just opened, has an attendance of at least 150 more than the summer term of '81.

This continued growth for nine consecutive years is the best evidence of the school's worth.

It now has representatives from almost EVERY STATE AND TERRITORY IN THE UNION, and from the PROVINCES OF CANADA.

These young people are refined and cultured, and come from the best families. The majority of them have made their own money, and are paying their own way, while many others come from homes of luxury.

ALL ARE UPON THE SAME BASIS, the only criterion being the work done. No institution is more faithful to those confided to its care.

While we do not promise to please every one, yet the universal testimony of those who come here for work is that they get more than value received for the time and money expended.

Each department is in charge of a teacher specially trained for his work. It is evident that the instructor who gives his whole time to one or two branches can accomplish more for students than the one who attempts to teach everything. This advantage can not be enjoyed where the attendance is small.

The large attendance enables us to have classes of so many different grades that students can enter at any time, select their own studies, begin where they wish and advance as rapidly as they may desire.

MRS. KINSEY has assumed full management of the Boarding and Rooms of the LADIES' DEPARTMENT.

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During the present season more than 150 additional rooms for students will be erected. The large majority of these are arranged in suites. Many of the buildings are heated with furnaces.

For the Library, during the past year, \$3500 have been expended, and during the coming year \$5000 more will be expended. Choice books, magazines, daily papers, American and Foreign, and everything that tends to make a pleasant literary home are found here.

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FALL TERM will open ..... AUGUST 29, 1882.

FIRST WINTER TERM will open ..... NOVEMBER 7, 1882.

SECOND WINTER TERM will open ..... JANUARY 16, 1883.

SPRING TERM will open ..... MARCH 27, 1883.

SUMMER TERM will open ..... JUNE 5, 1883.

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# INDIANA SCHOOL JOURNAL.

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No. 8.

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## \*SPENCERIAN THEORY OF EDUCATION.

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D. M. NELSON.

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**A**S civilization advances institutions constantly change. Out of the darkness of the past have come the forms and beliefs of the present. They have arisen as mists from the ocean, and like these they have at times overcast our intellectual and moral skies, then passing away before the sunlight of reason they have left the beautiful waters of truth as a legacy to our modern world.

In this advancement there are three phases through which all institutions pass before becoming permanent and enduring. There is the phase of apathy, then follows the phase of controversy, and lastly the phase of rational understanding. History marks three corresponding stages of culture. The *first* of these preceded the revival of learning. It was characterized by dogmatism and reverence for external authority. The *second*, called by Hegel the metaphysical stage, culminated with the French revolution. Its characteristic was freedom. Thought wished to emancipate itself from the confines of matter and institutions. Established theories one after another had proved untenable and had passed away. Everything was regarded as unstable, all beliefs

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\*A graduating exercise read before the State Normal June 16, 1882.

were questioned with suspicion lest they too should be dissolved. Rousseau declares that all the complications of society are unnatural and artificial, and with him the world is ready to tear them down and build anew. Thirty years of war with its deluge of blood put out the spirit of this iconoclastic age. The *third* stage is synthetic in its nature. It is tending to aggregate and harmonize. It has built up the doctrines of *evolution* and *correlation of forces* and applied them in every department of thought. Among the leaders of this new philosophy pre-eminently stands Herbert Spencer, and we have thus reached the standpoint from which to criticise all his philosophical labors.

Of his four essays on education the first deals with what should constitute a rational curriculum. The other three deal respectively with the methods of *intellectual*, *moral*, and *physical* development. Each of these is an inviting field for investigation, but because of limited time only the first of these will be considered, that is, "What knowledge is of most worth."

Herbert Spencer's views are of the most utilitarian order. He seems to have been the first to discern in any true sense what knowledge it most concerns us to know. He first proposed and logically applied the true standard for determining "the relative values of knowledges." Maintaining that this standard is complete preparation for all the activities of life, he asserts that all knowledge is of worth only as it prepares for these.

These activities he enumerates as follows: 1. Those which directly minister to self-preservation. 2. Those which indirectly minister to self-preservation. 3. Those which have for their end the rearing and disciplining of offspring. 4. Those which have for their end the maintenance of proper social and political relations. 5. Those miscellaneous activities which make up the leisure of life.

We will now consider Mr. Spencer's thought as to what constitutes the best preparation for each of these, and afterwards endeavor to show in what respects such an education fails.

It is doubtless true that all knowledge is of value. Sometime in a person's life it may be of use to know the names of all the railroads in the United States, or of all the towns on the seacoast.

will contend that such knowledge is worth  
 ure it. No one would think of making  
 of study. That which concerns us is not  
 value, for that is admitted of all knowl-  
 st value. In determining this Mr. Spen-  
 ts in their two-fold relations of knowledge  
 and discipline. That which gives such importance to this ques-  
 tion is the shortness of life. Were our lives of the antediluvian  
 lengths, we might master all facts as they are presented, troub-  
 ling ourselves but little as to their order and arrangement. But  
 when we remember that in its entirety "life's but a span," and  
 of that span only a fragment may be spent in the school-room,  
 how transcendently important it becomes that we there study  
 only those things that are of real value and permanent worth.

By activities which directly minister to self-preservation are  
 se acts whose immediate purpose is the preservation  
 as without life all pursuits are impossible, it follows  
 activities and the education which prepares for them  
 importance. Nature recognizing this fact has wisely  
 at most of the knowledge conducive to this end should  
 spontaneously during childhood. How to protect the  
 physical injury in the midst of surrounding objects is  
 ing that the child was ever learning. But security  
 evils is not all that is comprehended in the term self-  
 m. We must not only avoid the losing of life, but  
 of health as well. The last results from the violation  
 l laws. Nature does not formulate these laws so that  
 nay learn them as it does the consequents of fire, mis-  
 falling bodies. The effect of their violation is often  
 nce the child in his *own* experiences does not learn  
 it is too late. He must learn them from the experi-  
 ie race. He must be taught them. Thus it is that  
 pencer asserts that "such a course of physiology as is  
 r the comprehension of its most general truths is an  
 al part of any rational education."

beings are not self-existing, they have wants more or  
 atory in their nature, which must be supplied or the

individual perishes. The supplying of these wants through the principle of the division of labor has originated the various industries. These industries, by securing a competence, are an indirect means of self-preservation, and make possible to a large degree the discharge of the parental, the social, and the miscellaneous duties. Our education has always claimed to give preparation for industrial life, yet Herbert Spencer tells us that "all employments would cease were it not for that information which men begin to acquire as best they may after their education is said to be finished. The question to be considered is what is best preparation for the industries of life.

With few exceptions men are engaged in the production and exchange of commodities. This it is that makes up the great business of the world. Manifestly then, that which business requires is a knowledge of things and of the laws of society which make possible their production and distribution. Here Mr. Spencer mentions *mathematics* as being useful in trade, architecture, navigation, and mechanics; *Physics*, which, together with mathematics, has given us all modern inventions; *Chemistry*, which lays the foundation for every useful art; *Biology*, as it is related to the production of foods; *Sociology*, as it treats of the laws of society, which regulate all industry.

What have we to say concerning the third great class of activities? Does our education provide in the least for parenthood? Are its difficulties so small as to need no preparation whatever? Is not the welfare of the race largely determined by the character and discipline of our homes? Is not the home training the most lasting, and therefore are not its mistakes the most irreparable? It is an evidence of the melancholy fact that the care and discipline of our homes is not what it should be that so many of our race die in infancy, that so many grow up with deformed and diseased bodies, and that thousands on every hand are deploing the lost opportunities of youth. It is indeed most strange that no preparation is made for this important class of activities; that children are treated by our homes as if doomed to lives of celibacy. They should know to some degree of certainty at least what treatment is most conducive to the development of both

Herbert Spencer asserts that a knowledge of psychology is all-essential to the citizen's duties.

The citizen's education includes an insight into the conditions of life, then are the studies that deal with the past—history and psychology. History, —a mass of names and dates—but in the conditions for all social existence, and moral progress and the development of the human mind. The study of social science includes *ethnology* and *sociology*, and of how men *think* and *feel* and *will*

under given circumstances, it follows, *a priori*, that psychology is essential to, and must precede an understanding of sociology.

By the miscellaneous activities are meant those acts which make up the pleasures of life, the enjoyment of *nature*, of *literature*, of *art*; the development of the æsthetic nature. It may be safely asserted that the enjoyment derived from the contemplation of any of these higher objects is in direct proportion to our understanding of the thought which they involve. The most graceful forms of Greek sculpturing possessed but little beauty to the untutored barbarians of the North. They saw in them only blocks of marble fit to be mutilated and destroyed, while

their fragments have since become the admiration of the civilized world. The child and the savage are each delighted with the grotesque images of the simplest objects—horses, dogs, and—but not with the "Transfiguration" or "The Last Judgment" and why? Because the *first* are intelligible and therefore attractive; the *second* are unintelligible, lying beyond the realm of their experiences. These illustrations make clear the general principle that we appreciate these higher objects only as we understand them. How, then, are they to be understood? Herbert Spencer answers, by understanding the truths of science. It is science that deals with all phenomena of nature; it is science that forms the basis for every art; it is scientific truth that is woven into and pervades all literature. Thus it is that science

constitutes the best preparation for life's higher and more intellectual enjoyments.

By analyzing these activities we have found science the knowledge which prepares for each. Not that science which is a collection of terms and isolated facts, but science in its widest sense teaching the principles underlying all phenomena of matter and mind. With these principles, few though they be, the child goes forth into the world with an intelligent comprehension of what he is and what he is to become. The world is full of meaning because he sees the true inwardness of those things with which he is surrounded.

One further question remains: "What is best as discipline?" This question has been already answered. Having found what is best as knowledge, we have also found what is best as discipline. We do not need to learn one class of facts for information and another for "mental gymnastics." This would be a useless sacrifice of time and energy. A blunder which nature in her wise ordering of things has never committed. As the tree gains strength by unfolding its branches to the tempest, so the mind gains power and endurance by exercise upon those duties which nature intended it to perform.

The Spencerian idea is, then: 1. That education finds its aim in complete preparation for life's activities. 2. That these activities are: Those of direct self-preservation; those of indirect self-preservation; those of parenthood; those of citizenship; miscellaneous activities. 3. That science is the best preparation for each.

We now ask, is such an education complete? May it be accepted without modification? To each of these questions a negative answer must be given. It, like the system of philosophy upon which it is based, stops short of the "ultimate truth." His philosophy reasons outward and upward in every direction to a great unknown and unknowable—a something—a force, out of which has arisen all phenomena, then stops, refusing to take the next step, that since this force is self-directing, self-determining, it must therefore be self-conscious, a personality, a deity. So his education prepares simply for life, stopping short of any pre-

ies which man owes to God. His education in the relation of man to man. Upon his God he maintains the profoundest. His school-training is never pointed to the stars of silent night watches over him. He is never taught to look into the Father's face, and there behold the smile of whom he may love and reverence and

every. These religious sentiments find no place in Mr. Spencer's school-room, save as the child applies them to the blind, unconscious, and eternal forces of nature.

With this exception Herbert Spencer's curriculum may be accepted as one of the most advanced and rational of our age. With a characteristic devotion to his favorite themes in life, he placed science supreme. With his invincible logic he has subdued the master spirits of the world, and it is principally through him that his great thoughts are being diffused into the common mind of to-day.

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## A GLIMPSE AT QUINCY.

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ISABEL KING, CRITIC IN INDIANAPOLIS TRAINING SCHOOL.

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TWENTY minutes ride from the great "Hub" brings us to a pretty little town with quiet, homelike streets, and many old homesteads.

The old Adams place, which is kept in order as a sacred relic, is proudly shown to visitors. The hotel bears a date of long ago on its portal, and carries one back to memories of "ye olden times" while looking at some of its quaint inscriptions.

But it was none of these that had drawn our footsteps toward Quincy. We desired to see the workings of the famous "New Nature," even though the fates had decreed that the glance be a very brief one.

The idea that is novel to us and that seems to hold within its possibilities something better than our present possessions is eagerly grasped at. Its content is studied out and worked at with

the enthusiasm for new things that is characteristic of human nature, and particularly of American human nature.

So it seemed to us was the "new departure" at Quincy. Development work has had its day here in our home schools, and has done its good work; and its newness departing has left behind, let us hope, footsteps that will aid us in taking firmer steps in deeper, surer ground in our work of education.

But, "never tell a child anything he can find out for himself" is now having its day at Quincy, and has aroused all the enthusiasm to be looked for in the awakening from a lethargic state to an active participation in the new and untried.

The work there would seem to deserve all the encomiums it has received, if it were only for the earnestness and vigor with which the ideas are carried out and the happy enthusiasm with which the teaching is done. One is strongly impressed with the geniality, the *bonhomie* feeling of the school people, from the highest officials and teachers down to the little folks in the lower grades. Each and all are evidently working with the idea that they are the exponents of the new system and their labor must be well done. Young teachers and those of more mature experience work with an energy and animation truly pleasant to behold, and with a oneness of spirit that must make any enterprise succeed. All of which certainly gives a visitor a good impression of Quincy school work.

Specially happy seems to be the work of giving to children that key to all knowledge—reading. We found in the lowest grades little classes, numbering from six to ten, called up for reading lessons from the black-board. The teaching is commenced according to the Phonic Method, and soon develops into a very good combination of Phonic and Word Drill.

The element of novelty is a strong one in these lessons, for the work is a constant succession of surprises. After words containing the sounds to be used are given by the teacher, beginners are encouraged to give as many new words as they can with which stories are to be made by teacher and children; placed upon the board by the teacher; read by teacher and children; children congratulating one another upon having made

It is a pretty lesson and the interest  
The class being so small, each pupil is  
e share of the work; language is well  
secured; and from the success achieved  
raged to make still better stories next

time.

The reading is taught in script, Supt. Parker arguing that in this way children readily learn both script and print, as they can be transferred very easily to the printed page when they are familiar with the letters in script.

In addition to this the good effect was noticeable in the beautiful writing seen in second and third year schools. The same thought in the reading is also carried out in these higher grades. The classes are still small, not numbering more than fifteen. Before the books are handed to pupils the new words are developed and written upon the board, new sentences and stories formed, and children are now led to notice punctuation and different forms of expression. They then eagerly turn to their books and discover how these words and expressions appear in print. The reading is bright, the voices are good, the memory is stimulated, and a great deal of hard work is unconsciously done by the children. A variety of reading matter is presented, and pupils are not limited to one book a year.

The great amount of attention paid to the "visible picture of reason"—language—is noticeable as well in the arithmetic, as it is taught in these lower grades.

Col. Parker thinks that the proper way of teaching language number presents a complete and logical illustration of the way in which all language should be taught! As language is expression of ideas, and as ideas are gained from objects, number lessons are made real language and object lessons. Thought is induced, then expressed.

The small classes are gathered around a kindergarten table, supplied with different objects that the children can easily handle. Under the guidance of the skillful teacher the little ones are taught to form rapidly with the objects all the different combinations she wishes to teach; they make pretty stories about the

different numbers of objects; they buy and sell to one another and to the teacher. The facility with which the very little ones seem by this means to acquire the easy use of good language is almost marvellous. A looker-on is highly interested in the pretty fancies they weave into prosaic number exercises, and must certainly regret, as we were obliged to do, that time and train wait for no one, and our looking-on must soon come to an end.

We caught a glimpse of a Botany lesson given to the whole school. In this as in other exercises in which the whole school joined, the teachers did not seem to have the same skill in handling the large classes that we saw exhibited in the reading and number lessons.

The teachers are fully imbued with the thought that school must be a happy place for children; which thought is certainly true and beautiful. The teacher must be on the alert to notice if there is danger of children losing interest in the lessons; if there is, she must be ready with something new to afford variety and keep up the interest. There need be no keeping to a programme, the superintendent says, if the children are not fully interested.

We would like to be able to watch the moral influence of this treatment in the effects on the older pupils, but time forbids. Suppose, though, that this treading on flowery paths of ease can not be continued all through school life, and that there is not always some kind teacher at hand to fill the time with a pleasing variety—the question then comes, is this uncontrolled freedom the best thing for beings who must learn to live in harmony with others? to teach this last, being one great part of the work of the school.

Attention is the control of perception by means of the will. Does this pampering train the will power of children so that attention can be made voluntary, and not simply attracted by the passing fancy of the moment? Is not this pressure as much external as the other extreme of the olden-time when sternness was the rule?

The New Departure is doing a good work. It starts out with the right thought; but it is as though at Quincy they have gone

from one extreme to the other, and that by-and-by they will swing back and take a middle course.

A visit to Quincy is full of pleasure, for the people are hospitable and cheery; and no teacher can visit there without receiving a fresh start in interest and enthusiasm for her own work. The earnestness manifested there is very contagious, and we came away wishing them God-speed in their good work.

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## WHY SHOULD LANGUAGE AND MATHEMATICS BE TAUGHT IN SCHOOL?

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V  
GEO. P. BROWN, PRES. STATE NORMAL SCHOOL.

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**M**R. EDITOR: You have asked me to write something *practical* in answer to the above question. By practical you must mean something bearing directly upon the true purpose of the school. The most truly practical knowledge is that which lies nearest to the real core of a thing. A knowledge of the mere surface of things is not a practical knowledge in any true or satisfactory sense, and yet that is its popular signification when contrasted with theory. But nothing is practically true that is not theoretically true, and the only certain road to a true practice lies through a true theory.

I assume that the true purpose of the school is the education of the pupils. If language and mathematics are to be taught in the school it must be because they aid in the accomplishment of this purpose. A person is educated in a school sense, when he has acquired possession of that knowledge and power which enables him to perform his part as a member of the human family. Being a member of the human family he is a member of all its institutions. He is an organic part of the state, of the business world, of religious society, of the family. In so far as he is not a part of these he holds no membership in the human family.

A knowledge of language fits him for this membership in many ways. It fits him for his duties in the state by putting into his hands the key by which he may open the past and live

over again the governmental experiences of that past, or may come into a knowledge of the present thoughts and experiences of the race. Man can only truly know the present by knowing the process through which the present has come to be. Tyrants do not encourage the study of language by the people.

It fits him for the religious world by making it possible for him to know the thoughts and aspirations that have ever moved man to worship—through the study of the Bible and other sacred books and religious literature.

It fits him for the business world by giving him power to communicate with his fellow-men through oral, written, or printed forms, and to combine with them for the transaction of business.

It fits him for the ethical world by making it possible for him to think the thoughts, feel the emotions, and create the imagery enshrined in literature.

Man's life is the aggregate of what he thinks, feels, and wills. Literature leads him to think what is great and true, and to experience emotions that ennoble. Thus is the life ennobled and comes into harmony with the spirit of the ethical world. All these possibilities may be realized through an application of the knowledge of reading, writing, and composition.

Grammar is an aid to the correct use and interpretation of language in giving a *conscious* knowledge of the rules and laws governing the relations of words in the sentence. The other language studies give an unconscious knowledge of these relations, which are obeyed through habit, but not consciously. In all language science and language study, the *word* is the primary unit—borrowing a mathematical phrase. Given a knowledge of the *word* in form and *content*, and all other needful knowledge of language naturally follows and is easily acquired.

Wanting the *content* of the word, and all other so-called knowledge of language is husks. Will each teacher who has the fortitude to read this discourse, ask himself how many of his pupils are feeding upon husks in his reading class and in his classes of composition and grammar?

To sum it all up in a sentence, language should be taught because it makes it possible for the possessor of this knowledge to

world of mind in its products and in its products. We know this world because he must live in it. Without some knowledge of this world, life will become a burden too grievous to be borne, or else he will become a burden too grievous for the world to bear.

Mathematics should be taught for the reason that it gives to its possessor the key to a knowledge of the world of matter.

But, Mr. Editor, you asked me to write a *short* article as well as a practical one. Now if I comply with this part of your request, I shall be compelled to break off here without pointing out the ways in which mathematics brings us to this knowledge. I believe, as you do, that it is important that they should be exposed to view, and that I would be doing a "practical" thing to do it. But some other time will do as well: besides a good guesser will be able to guess what I would say from what I have already said.

Now I hope you and your readers will concur with me in the view that I have written something short and "practical."

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### SCHOOL NOTE-BOOKS.

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WILL S. HECK.

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THE innovation in some schools which requires pupils to possess blank-books and to place therein important data and memoranda of their lessons, appeals to the earnest attention of every progressive teacher. I am glad to notice that many teachers are adopting this plan in their schools. The advantages accruing to both teacher and pupils are highly important. I can not conceive how any school can be perfectly successful without this plan of *writing the ideas inculcated*.

*First.* The habit of taking notes keeps the pupil employed. Of course, pupils in every well regulated school, always have enough to keep them busy; but I mean that, in this way, pupils who are idle and shirk the performance of duty are kept busy. Knowing that he is expected to have a certain amount of matter

copied, or composed in a certain length of time, the pupil will be compelled to keep busy. There are pupils in every school who either can not or will not study. They have never cultivated habits of study. In such cases, the teacher must institute a reform as soon as possible. And he will find the note-books a wonderful auxiliary. The work of writing, combining the mechanical with the mental—adding motion to thought—prevents the ideas wandering and fosters voluntary study. All teachers know that if every pupil is kept busy, the good order of the school is assured. The one is the cause—the other the effect. Busy pupils and a disorderly school are utterly incompatible. With the extra labor required by the use of the note-book, then, “odd moments” are unknown and they have no time to be idle.

*Second.* Note books are a wonderful incentive to study. Nothing will inspire a pupil with more enthusiasm than the contemplation of a well-written, correctly phrased manuscript stamped with the smiling approval of his teacher. The facts about which he has been learning are there; they form an ocular demonstration of his capabilities. He takes an honest and well-earned pride in his work, and presses onward to greater and grander achievements.

*Third.* Note-books excite competition. There is truth in the old saying, “competition is the life of trade.” Competition, if not the *life* of a school, is certainly necessary to its advancement. Pupils will vie with each other in the production of work bearing the impress of art and knowledge. Each will endeavor to produce the neatest books and the most elegant arrangement of departments, and the least number of mistakes in writing and composition.

*Fourth.* The use of note-books strengthens the memory. There seems to be a charm about one’s own writing which impresses indelibly upon the mind the information contained therein. When the note-book is closed for purposes of recitation, a mental picture of the particular page in the note-book enables the pupil to answer in a clear, lucid manner the question asked. Even in after years, when the impulsive boy has developed into the thoughtful man, the picture of the note-book will

“e” like the many-colored glories of the thankful as he realizes in how many by the note-book drill.

*Fifth.* The use of the note-book forms permanent habits of neatness and accuracy. The note-book must be free from blots or dirty spots of any kind: the language must be good. How many lessons may be taught in connection with this. To keep the note-book clean, the hands must be clean; to keep the language pure and elegant, the ordinary boy-conversations must be chaste and devoid of slang and vulgarisms.

*Sixth.* The use of the note-books causes the pupil to form habits of observation. He will get into the habit of looking into nature, books, and papers for things to be noted in his miscellaneous department. He will use his eyes on his way to school; he will ask questions; he will listen to those older and wiser than himself; he will fall upon a stray bit of knowledge with avidity and exultation. And the habits of observation which he contracts while filling his note-books will cling to him through life and serve him on many occasions.

Having enumerated some of the many advantages of the note-book system, I will give briefly some hints on the use of note-books.

Every pupil in my school has a note-book; some of them have more than one; and several have one for each branch in which they recite. They get common blank-books, costing ten or fifteen cents, the pages of which are nearly as large as foolscap. Having a slight taste for amateur “sign-painting,” I generally print their names neatly on the first page of the cover. On the first page the pupil writes “School Note-Book,” and then they are ready for work.

I do not think it expedient to begin their use until the pupil enters the fourth grade. Pupils in the fourth and fifth grades use departments in their books for Geography, Language, and arithmetic. They transcribe definitions from the black-board, give examples, draw maps, and write original matter. In the sixth and seventh grades, I rely more upon the judgment of the pupils, and allow them to make notes only of the most difficult

points in their lessons. However, I require them to also make certain memoranda—such as I think proper. They also transfer to their note-books matter outside of their text-books which they have obtained from various sources, and which is intimately connected with their studies. They also intersperse their copied memoranda with original problems, definitions, and essays.

My experience teaches me that note-books are indispensable in my school.

BATESVILLE, IND.

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TEXAS takes a step in advance of all the other states in establishing a Normal School in which not only the tuition of the student is paid for, but also his boarding. The whole expense is borne by the State; and what is more, the school owes its foundation to Governor Roberts, the present enlightened and progressive Chief Executive of the State. \* \* \* It is refreshing to see a Governor of an extreme Southern State step to the front of the educational army, and lead it forward in this manly way. The declared purpose of this Texas Governor in making the Normal Schools of his state absolutely free, is to give the poorer classes of young men and women who desire to become teachers an equal chance with the more wealthy. He says the general government prepares soldiers at West Point, and that the country needs teachers even more than it needs soldiers. The school alluded to is called the Sam Houston Normal School, and is located at Huntsville. Another school of the same kind has, we understand, been located at Prairie View, and still others are contemplated.—*Penn. School Journal*.

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**SALARIES.**—The Czar of Russia gets over \$8,000,000 a year; the Sultan of Turkey, \$6,000,000; Francis Joseph of Austria, \$4,000,000; King William of Prussia is paid \$3,000,000. Now the President of this country gets \$50,000 a year, just as much as the Czar of Russia gets in two days.



## D

BY J. J.

**T**HIS cut gives a good from dictation, from successively, after the class its diameters and diagonals in design.

*From Copy.*—The figure the class on a large scale

ter, and that these lines are circle, etc., etc.

After this analysis, which but also indicate the order without further assistance as shown.

*From Dictation.*—Draw onals. Extend every second diagonal. Connect the square. Draw lines from squares intersect each other just drawn. Through the Outline the corners of the corners of the squares, the so much of the lines trise



ings of love, duty, sobriety, just preferred.

Education is the stamp which they pass among men for that the perhaps, through all their days. wanting and more reprobable, they do with their children as with livery for so much a year. They with none but themselves; but I have less solicitude. But do you I mean as to their moral—and to the principles of conversation. are likely to be qualified, and by and examples which they receive

Were mankind herein more to charge their duty to God and to owe them more for their education. Be not unequal in your love to the appearance of it; it is both unjust to parents, and provokes envy among the same clothes, eat of the same as to time and expense. Bring and give all equal but the eldest tion is very well. Teach them to want substance for their posterity industry and thrift, will make an difference between saving and so than superfluous, but rather make straight to others; therefore let equality and theirs.

What I have written to you, and theirs.

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Every time we do a good act to our bonds.

The love of country and the lov

## *SCHOOL JOURNAL.*

### DEPARTMENT.

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#### LEVYING SCHOOL TAXES.

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STATE OF INDIANA,  
DEPARTMENT OF PUBLIC INSTRUCTION,  
SUPERINTENDENT'S OFFICE,  
INDIANAPOLIS, June 26,

your letter relating to levying school taxes I have to reply as follows :

Under the school law the school trustees have the right to make the levy on the township, county commissioners and council have the right to change the levy made, provided it does not exceed 50 cents on each \$100 assessed.

The county auditor may be compelled by mandamus to place such levy of the school board or township trustee upon a duplicate.

2. By an act approved March 9, 1867, a tax may be levied which is usually denominated a local tuition tax. By the provisions of this act, it can be levied by the township trustees, the town or the common council of cities. This tax is to be assessed and collected as other taxes for school purposes. Such taxes must therefore, be placed upon the town or city duplicate, but not on the county duplicate, and be paid over to the school trustee or county treasurer.

Respectfully yours,

JOHN M. BLISS,  
*Sup't Public Instruction.*

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#### AN IMPORTANT LETTER RELATING TO THE REVOCATION OF A TEACHER'S LICENSE.

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STATE OF INDIANA,  
DEPARTMENT OF PUBLIC INSTRUCTION,  
INDIANAPOLIS, July 13, 1881.

Dear Sir:—Your letter of June 22d is received. In reply I say :

That it is the ruling of this Department that a license is not legally revoked, except upon a trial of the case.

1) The charges must be preferred and a copy of the same filed upon the defendant at least three days before the trial of the case.

(b) That a time and place must be ap

(c) That a record consisting of the cha  
witnesses (on oath), and the decision must  
in case of an appeal, a copy of this record  
forwarded to this Department.

2. I infer from your letter that there b  
this case.

(a) If that is true, then in case of an  
pelled to reverse the decision.

3. You state also that this teacher com  
a license.

(a) If she had no license at the date  
the contract is illegal and void. (See Sec

(b) If she had no license at the time  
she is not entitled to pay for the time she  
and the trustee would become liable if he  
of the public funds.

Very truly yours,

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## EDITORIAL

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Persons sending money for this Journal  
than \$1 in three and one cent postage s  
used.

In asking to have the address of your  
give the *old* address as well as the new, n  
as the state.

THE PROPOSED AMENDMENTS.—The fo  
to the Constitution of Indiana, that the  
upon to submit to the people for their ado

1. That state officers shall hold one t  
succession.

2. That county officers shall hold but o  
ing any period of eight years.

3. Prohibiting the manufacture and s  
except for medical, scientific, mechanical.

4. Providing for woman suffrage.

In naming the state officers under the fir  
Superintendent is unfortunately omitted.

**THE GREAT LAKES.**

An article giving the size of the great change without stopping to examine once its publication our attention has attracted. In making examination we find the statements.

We take the following measurements as being as nearly correct

Superior.....	
Michigan .....	
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O.....	
Salt.....	

**TEACHERS' MANY SINS.**

In a recent session of the Wisconsin Homeopathic Medical Society the president delivered himself of the following screed against public schools:

"The lukewarm proprieties and the autocratic Bismarkism of their management breed a host of sickly girls, who swarm in society, and towns and cities teem with pale-faced, flat-chested women who do but have no other aim in life than to cultivate small hands, small feet, and small feet."

Homeopaths seem to have a particular spite at the public schools. Something more than a year ago, at a meeting held in Indianapolis, a large part of the ills that children are heir to, was by the speakers laid at the door of the public schools.

What the name of common sense, what has the teacher to do with curing the flat chests, small waists, small feet, and small hands of children?

What the doctors would do half as much as the teachers are doing to-

ward creating a healthy public sentiment, *preservation* of health, and true aims to be much better off than it is.

The public schools have their faults, as better than the teachers themselves; but should be held responsible for all the sin as well. It is unreasonable, it is unjust.

I believe that a fair, unbiased judgmental influences: the home, the press, schools, will give to the last named the faithfully and as efficiently as any other ask—what they demand—is that they shall for the work that properly belongs to the

### ENUMERATION OF SCHOOL CHILDREN

The State Superintendent's records show white males between the ages of 6 and 413, and white females of the same ages, males than females. The number of colored children of the ages of six and twenty-one is 7,422, a total of 97 more females than males. and colored children of the ages named the state who can not read or write number making in all 1,294 illiterate people, by counties, including Marion, which requires question.

The salary of male teachers in the state and that of females, \$33.20. The lowest in the East, increasing westward. California. There is a greater difference in the female teachers relatively, west of the Mississippi. The salaries paid in Indiana are thought than in any other state.

### ORIGIN OF THE WORD

The origin of the word "Hoosier" is two following are most frequently given

1. In very early times, when most of the territory now composing the State of Indiana was Indian, Louisville, Ky., was the principal town. On "muster days," and other public occasions, the Indians gathered within a reasonable distance, on the north



the morning of the examination—and yet, for questions have been sold to teachers.

Several times persons interested in the sale of questions have been known, but it has been impossible to get a conviction before the courts, as persons who would do wrong would not hesitate to lie. Suspicion has attached very heavily against certain superintendents, but evidence was always lacking. A case seems at last to have been secured.

Wm. M. Croan, Supt. of Madison county, and Supt. of Hamilton county, and State Supt. J. M. Smith, with the assistance of two teachers, A. M. Smelser and J. H. Nichols, have not only secured the names of about twenty persons who bought questions, but also the names of three persons engaged in selling them, and the name of the person from whom they were obtained. The history of the case in detail would cover a dozen pages of this Journal, but may be stated in brief as follows:

J. H. Nichols, of Noblesville, offered to sell questions to Smelser, at Anderson. Smelser afterwards wrote and proposed to buy questions for the following examination. The examination was answered by Benson & Howe, of Westfield, a few miles from Noblesville, and they stated their willingness to turn over the matter to them, and that they could advance and would sell them to Smelser for \$75.

It was finally agreed that they should meet at a house in Indianapolis, on Thursday, June 22d, before the examination. In the mean time Smelser was at work. It was learned that Walter Howe and Benson, two highly respected teachers at Westfield, and that Benson was an attorney, was a brother-in-law of Ziba F. Williams, of Madison county. This last fact gave a clue to the origin of the questions.

It happened that the state convention of common school teachers was in session in Indianapolis June 21st and 22d. Present was Ziba F. Williams. Mr. Williams was asked by Mr. Bloss and said that sometimes his questions did not come out well in his examination, and that he would be glad if someone would take his questions along with him. To this Mr. Bloss agreed and told him to call for them Thursday, about 10 o'clock. At that hour Mr. Bloss, in the presence of witnesses, made private marks upon each set of questions that were in the package, and took a set of questions entirely new. At the appointed hour Mr. Williams went to Mr. Bloss's office and received a sealed package of questions.

## NA SCHOOL JOURNAL.

able to come to Indianapolis to  
ner came in his stead, with a letter  
from Mr. Smelser.

he Arcade clothing store at the  
met there Walter Howe. After  
arms, Mr. Behymer received the  
them, and as proof that he had  
we a deposit ticket, (Smelser had  
purpose), and was to go to the  
like payment.

: Behymer made an excuse that  
he Grand Hotel. Howe went to  
hymer managed to give him the  
ntendent Bloss's office, where he

d that these questions which he h  
es which had been carefully mark  
lliams a few hours before.

otified Mr. Williams that he shall  
isioners of Martin county, and a

ris have notified the twenty-five  
uestions, that their licenses will b  
oss does not intend that they sha  
nt it.

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### BY A TEACHERS' INSTITUTE

ning and remain to the close.

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every new suggestion.

ly concerning any point that y

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notes; TAKE NOTES; TAKE NO

A joint committee from the American Association of Colleges has asked the trustees of American colleges to discontinue the practice of conferring the degrees of Doctor of Divinity and Doctor of Letters as a compliment. The institutions represented are Yale, Harvard, Trinity, Colby, Amherst, Massachusetts Institute of Technology, Pennsylvania State University and Cincinnati. This is a step in the reform of a most radical abuse. This degree is conferred in Germany only by hard, honest work, and it has a meaning and a value. So it had in the past in the American colleges which have conferred it. But in the past eight years six hundred and thirty degrees have been conferred on 170 men. Now of these colleges are beginning to bestow the degree of Doctor of Science in the same way.

## QUESTIONS AND ANSWERS

### STATE BOARD QUESTIONS

**PHYSIOLOGY.—1.** Which is the most nutritious food, bread, or meat, and why? Why is it so?

2. What persons require the most sleep? Why? What persons require the most sleep? Why?

3. How does the oxygen of the air enter the body? Why?

4. What important functions of the human body are vegetative functions?

5. What is the importance of iron in the human body?

6. What is meant by assimilation?

7. How often should the teeth be cleaned?

8. What are two of the evils of tight lacing?

9. What is the effect upon the nervous system of the use of alcohol?

10. Why should the skin be kept clean?

**THEORY OF TEACHING.—1.** What necessary conditions are required for the proper preparation by the teacher?

2. How can you teach habits of neatness and order?

3. How can you teach habits of industry?

4. What assistance is afforded by writing?

5. How would you teach habits of thrift?

## L JOURNAL

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s."

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3  
two.  
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s the vowel *u*? Illustr  
ords phonically, indicate  
mark: Skein, light  
5  
e superintendent. 14

ARITHMETIC.—1. What are the terms of a ratio? What are they called? 2 pts, 5 each.

2. What is the distinction between the G. C. D. and the L. C. M. of two or more numbers? 10

3. A man bought 9 horses at \$75 each; 7 at \$65 each; and 10 at \$69 each, and sold them without profit at the same price each; what did he get for each horse? proc. 5; ans. 5.

4. How much must be added to  $\frac{2}{3}$  of  $\frac{3}{4}$  of  $9\frac{1}{2}$  to make 5? proc. 5; ans. 5.

5.  $(714 - .714 \div (.34 - .034 \times .25 \text{ of } 6)) = ?$  proc. 5; ans. 5.

6. A vessel sailed from a certain port at high noon: next day, when the clock showed noon, the sun by observation showed 12 h. 12 min.; how many degrees had the vessel sailed, and in what direction? proc. 4, ea. ans. 3.

7. Water flows from a tank at the rate of 8.7 litres per min.; what volume of water was in the tank if it takes 1 hr. 38 min. to empty it? proc. 5; ans. 5.

8. A post 11.5 ft. high casts a shadow 17.4 ft. long; a steeple casts one 63.7 ft. long; how high is it? By proportion. proc. 5; ans. 5.

9. What must I pay for a 6% security to realize 9% income? proc. 5; ans. 5.

10. How many feet long is the edge of a cubic bin which contains 42875 cub. ft? proc. 5; ans. 5.

PENMANSHIP.—1. What is meant by principles? 10

2. What is the object of the study and practice of the principles in learning to write? 10

3. In what way may the teacher assist the pupil in obtaining a clear conception of the forms to be written? 10

4. Write the loop letters. Write the letters composed of the *first* and *second* principles. 5, 5

5. Analyze: *a, m, h, y, q.* 5 pts, 2 each.

NOTE.—Your writing, in answering the above questions, will be taken as a specimen of your penmanship, to be marked 50 to 100.

U. S. HISTORY.—1. How may works of fiction be made useful in the study of History? 10

2. What was the extent of original Spanish claims to territory in America? On what grounds were these claims based? 2 pts. 5 ea.

3. What is the difference between a pure democracy and a republic? 10

4. For how many departments of government did the Articles of Confederation provide? 0

5. What was Jefferson's policy toward England and France, respectively? 0

6. Name three political leaders who favored legislation for a protective tariff? 3 pts, 4 off each

have been regarded as unfaithful to  
2 pts, 5 each.  
of the democratic party in 1860? 10  
ndary of the United States in 1776?  
2 pts, 5 each.  
erature in which American writers  
3 pts, 4 off each om.

rt of Europe are the mountain sys-  
e plain? 5, 5.  
sea of Ochotsk? Southwest of the  
5, 5.  
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ary, delta, peninsula. 5, 2 each.  
g on the Mississippi river, and give  
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or near the Gulf of St. Lawrence, 10  
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of Mexico rainless? 10

# ARD QUESTIONS FOR JULY.

g the numerator of a fraction multiplies  
s the value of the fraction.  
vides the value of the fraction.  
implies the value of the fraction.  
same number does not change the value  
ne number does not change the value of  
e, 600 feet, will make 12 lots 50 ft. wide;  
its 100 ft. deep,  $12 \times 10 = 120$ , number  
ers is the product of all the factors com-  
cellation =  $\frac{1}{6}$ .

5. a.  $7s. 6d. \times 55 = 412s. 6d.$   
 b.  $3.7\frac{1}{2} \times 25 = 90s. 7\frac{1}{2}d.$   
 c.  $412s. 6d. + 90s. 7\frac{1}{2}d = 503s. 1\frac{1}{2}d$   
 d.  $503s. 1\frac{1}{2}d \times 23\frac{1}{2} = 11823s. 11\frac{1}{2}d.$
6. a.  $8 m. \times .45 = 3.6 s. m.$   
 b.  $(20 + 10.5) \times 2 \times 5.05 = 308.05$   
 c.  $308.05 + 3.60 = 85\frac{1}{4}.$
7. Formula:  $a = p + (p \times t)$
8. a.  $\$1000 \text{ at } 4.85 = \$4850.$   
 b.  $\frac{1}{4}\% \text{ of } \$4850 = \$12.125.$   
 c.  $\$4850 + \$12.125 = \$4862.125.$
9. a.  $(\sqrt{81} - 16^{\frac{1}{4}}) = 5.$   
 b.  $(\sqrt{169} \times 25^{\frac{1}{2}}) = 65.$   
 c.  $65 \times 5 = 325. \text{ Ans.}$
10. a.  $\frac{3}{4} \text{ pks.} = \frac{1}{8} \text{ bu.}$   
 b.  $\frac{1}{8} : \frac{3}{4} :: \frac{3}{4} : . \text{ Ans.}$   
 c.  $\frac{1}{8} : \frac{3}{4} :: \frac{3}{4} : 37\frac{1}{2}.$

READING.—I. There are, e reading—the synthetic and the A, B, C method, begins with the ent parts of the words (the pupil letter), and then combines these from the name to the sound of of the teacher. The latter, teaches words as wholes, first taking the ready familiar by use and by sound in this form, analyzes them into

This analysis may be direct, usually given and leaving the tion; or indirect, giving a phon their parts as sounds rather than coming in incidentally as minor

Pupils, on even the first day of known words. The judicious words known to the pupil by sound of the same words in plain illustrations of the objects represented associated with them in use. are both brought into operation to give more zest to the employment

The word method is said to be At first, characters represented hieroglyphics or in the Indian pictures represented, in order, ideas as in our letters.

words are learned, to teach phrases and sentences were taught, and by synthetic combina-

ses in teaching reading by the word method. The essential principle in all primary instruction of reading is to go from the known to the unknown; to lead readers by training pupils to recognize words immediately, and to train the organs of sight, by careful drill.

From what has been said, it will be seen that the writer's view is, not to use the word method singly longer than is necessary for acquaintance with a comparatively small number of the most familiar words. The condition of the class must largely guide the teacher.

Nor should the teacher hold rigidly to this method with every pupil, or even with a class. A change to the best ways of using the A, B, C method may be both a pleasant and a profitable diversion.

3. No sentence or paragraph can be accurately read without a grasp of the thought intended to be conveyed. There must also be known also the relation which the group of words to be read bears to the entire thought. To know these requires careful instruction on the part of the teacher, and careful instruction, drill, and practice on the part of the pupil.

Advantages are gained by an erect position in reading—accuracy of enunciation, and less attention to the manner of the reader.

The natural pitch of the voice is that used in ordinary conversation, and narration.

37.—1. A longitudinal section of a (long) bone shows that it is hard and resisting; that the broad ends are porous; that a central cavity, containing an oily substance, extends through the central portion.

For a few days, food containing coloring matter, and the coloring matter is discontinued. If the coloring matter be discontinued the color soon returns.

Some of the effects of exercise are: (1) Increased muscular power. (2) The skin acts more freely. (3) Appetite and power of digestion are increased.

It is believed that the dust contains multitudes of animal and vegetable germs of a very low grade, which are germs of fermentation, and the probable source of disease.

The light should strike the page perpendicularly. For all purposes of reading from the left and the rear of pupils is the best. The feet should come from the front.

The pressure on the ear by book or hand forces the air against the

thin membrane at the inner end of the auditory canal, and may burst it, causing permanent injury.

10. Pain warns us of the presence of danger; teaches moderation in the use of our powers; indicates the approach of disease, and calls attention to it when present.

W. F. B.

**GEOGRAPHY.**—1. Twenty-six and one-half miles. This difference is such as would have resulted from the rotation of a slightly plastic globe upon its axis.

2. The days and nights are equal on the 22d of September, and on the 20th of March, because the sun's rays, then, fall perpendicularly on the equator.

3. The earth's axis inclines toward the ecliptic in such a manner that one-half of the equator is above it, and the other half below it.

4. (1) Cotton, pork, wheat, cheese, machinery. (2) Sugar, tea, coffee, spices, wool.

5. Good harbors and water communication are natural conditions which favor the growth of commercial cities; while manufacturing cities depend upon water power to move their machinery.

6. China, Thibet, and Chinese Tartary. China being one of the coast countries, has a warm, moist climate.

7. The surface is very rough, being of volcanic formation. The coast is bordered by high mountains. The interior is a dreary desert. The great wonder found here, are the Geysers.

8. The interior consists of high table-lands. The Pacific coast abounds with good harbors. The coast on the Gulf of Mexico is level and is deficient in harbors. On account of the high and low-lands there is a great variety of climate. In ascending from the coast to the plateau there are three regions: the hot, the temperate, the cold. They have the wet and dry seasons. The wet season continues from May to October; the dry from October to May.

9. The surface is generally level. In the southern part of the state are dense marshy thickets called everglades, 160 miles long, with an average width of 60 miles. The climate is mild and moist.

10. The divisions of South Africa are Cape Colony, Natal, Caffraria, the Trans Vaal Republic, Orange Free States, and Zoolu, Bechuna, Namaqua, and Damara. The Sahara is very sparsely settled, being a desert almost rainless. The date palm is cultivated in the oasis wherever irrigation is possible, and forms the principal food of the few inhabitants.

**PENMANSHIP.**—1. Penmanship is the art of expressing thought by the use of legible characters formed by the pen.

2. Position, pen-holding, form, movement, spacing, and shading are the chief points that should receive attention.

3. By movement is meant the proper motion of the hand, arm,

and shoulder combined, and whole-arm. Combined movement is the motion of the forearm and fingers. In this movement there are two rests; namely, on the muscles near the elbow, and on the nails of the third and fourth fingers. Whole-arm movement is a motion of the shoulder and whole arm. In this movement the rest is on the third and fourth fingers only.

4. In the word *plighted* the height of the letters is as follows: *p*, three and one-half spaces; *l*, three spaces; *i* and *e*, each one space; *g* and *h*, each three spaces; *t* and *d*, each two spaces.

5. A slant of  $52^{\circ}$  is called main slant. A slant of  $32^{\circ}$  is called connecting slant.

**U. S. HISTORY.**—1. A narrative of human events, of the lives of of distinguished men, and of the progress of art, science, and literature.

2. Traditions, monumental inscriptions, ballads, biographies, magazines and newspapers, inventions, discoveries, laws, institutions. The acts of men, whether as individuals or associations.

3. The first permanent French settlement was made at Port Royal, Nova Scotia, in 1605. The first permanent English settlement was at Jamestown, Va., in 1607.

4. The colonies of Plymouth, Massachusetts, New Haven, and Connecticut, were united in 1643, for mutual protection against the Indians and the encroachments of the French and Dutch settlers.

5. Thirteen—New Hampshire, New York, Massachusetts, Delaware, Rhode Island, Connecticut, New Jersey, Maryland, Pennsylvania, Virginia, North Carolina, South Carolina, Georgia.

6. The *defects* of the *Confederation*, and the necessity of framing a constitution that should enable the *government to enforce its own laws*.

7. Washington, Jackson, Taylor, Harrison, Grant, Garfield.

8. The Mexicans agreed to accept the Rio Grande as the boundary line between Mexico and Texas, and to cede to the U. S. New Mexico and California for fifteen million dollars.

9. Bancroft, Motley, and Prescott.

G. W. H.

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## GEMS OF THOUGHT.

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"I have never found anything else so cheap and so useful as politeness."

"Mine, miner, minus." This is the general upshot of speculation in mining stocks.

If a student convince you that you are wrong and he is right, acknowledge it cheerfully, and—hug him.—*Emerson*.

Even a fool when he holdeth his peace is counted wise.

Watch for favorable opportunities; do not let them slip.

God is the author, men are only the players. These grand pieces which are played upon earth have been composed in heaven.—*Balzac.*

Adversity is sometimes hard upon a man; but for one man who can stand prosperity, there are a hundred who will stand adversity.—*Carlyle.*

What is remote and difficult of success we are apt to overrate; what is really best for us lies always within our reach, though often overlooked.—*Longfellow.*

You find yourselves refreshed by the presence of cheerful people. Why not make earnest effort to confer that pleasure on others? You will find half the battle is gained, if you never allow yourself to say anything gloomy.—*J. M. Childs.*

If the devil were passing through my country and he applied to me for instruction on any truth or fact of this universe, I should wish to give it him. He is *less* a devil, knowing that 3 and 3 are 6 than if he didn't know it; a light-spark tho' of the faintest is in this fact; if he knew *facts enough* continuous light would dawn on him, he would (to his amazement) understand that this universe *is*, on what principles it conducts itself, and would *cease* to be a devil.—*Carlyle.*

IN WHAT DOES HAPPINESS CONSIST?—"Happiness," says Leibnitz, "results from the attainment of any greatly desired or greatly needed object." "Happiness is health," says Helvetius. "And luck," adds Diderot. The harmonious development of our mental and physical faculties.—Spurzheim. Peace with God.—Eckart. *Nil admirari*.—Horace. Moral freedom.—Campanella. Victory.—Simonides. A cheerful disposition.—Pestalozzi. Self-approval.—Fichte. The enjoyment of harmless pleasures and abstinence from injurious ones.—Epicurus. Self-improvement.—Hobbes. An income of five thousand pounds.—Richard Porson. Success.—Bolingbroke. The citizenship of an illustrious state.—Sophocles. Health, books, and solitude.—Zimmermann. Health, wealth, and a liberal education.—D'Alembert. Day-dreams for those who still hope; resignation and a padded easy chair for those who know better.—Schopenhauer. Visions of glory before the battle of life; a comfortable lazaretto after the inevitable thrashing.—Id. Virtue and resignation.—Seneca. Freedom from the tyranny of kings and vices.—J. J. Rosseau. A good bank account, a good cook, and a good digestion.—Edmond About. Fortitude in adversity, moderation in prosperity.—Anaxagoras. Peace.—Buddha.—*Popular Science Monthly for July.*

## MISCELLANY.

MONROVIA issues the most complete manual and catalogue of any town in the state, of its size.

The Oxford, Ohio, Female College, after an existence of twenty-eight years, has finally closed its doors for lack of patronage.

The Greencastle high school includes Greek in its course and prepares its graduates to enter regularly the Freshman class of any of our Western colleges.

EVANSVILLE.—The number of white pupils graduating from the Evansville high school was *forty-eight* instead of 33, as given last month. The enrollment for the year was 376. W. McK. Blake is the principal.

The *Ohio Educational Monthly* for July came out in a new dress, with a new cover, and to our eye much improved in appearance. Ex-commissioner J. J. Burns is the new associate editor. A new broom sweeps clean.

The Trustees of Purdue University have petitioned the Supreme Court for a re-hearing of the Greek fraternity matter. The late decision seems susceptible of two interpretations, and a full and definite settlement of the matter is desired.

*Notes, Queries and Answers* is the name of a new publication, designed to take the place of "Notes and Queries" formerly edited by W. D. Henkle. N. B. Webster, of Norfolk, Va., is editor. If succeeding numbers are equal to Vol. I No. 1, it will be richly worth its price, \$1.

CRAWFORDSVILLE.—The graduating class of the Crawfordsville high school recently made Supt. W. T. Fry a novel present. It was a large *boulder*, having engraved upon it the names of the donors. Mr. Fry appreciates the present, but does not propose to carry it around with him.

INDIANA ASBURY UNIVERSITY.—One year ago Asbury took the first prize in the Inter-State Oratorical Contest. Recently the Asbury Cadets took the first prize in artillery drill, and took the third prize among the crack companies of the country in the infantry contest. Well done for Asbury.

The eighth annual Register of Purdue University is at hand. It contains a historical sketch of the institution, and gives full information in regard to all the departments of instruction. Any one interested in the college can secure a copy of this report by simply sending name and address. The University was never in better condition. E. E. White is president.

BRAZIL is having some experience in the way of school troubles. J. C. Gregg, who has been superintendent for the past five years, and has given general satisfaction, has been dropped and Richard Hirst elected in his place. Some of the leading citizens of the place are making a vigorous protest against this change.

MUNCIE.—The trouble at Muncie will be renewed next fall. The superintendent and teachers who were elected by the old board, but have been displaced by the new board, will present themselves for duty at the proper time, and if refused a place, will at the end of the first month, sue for their salaries. It is expected that the case will go to the Supreme Court. If so this will settle a much mooted question.

*The Woman's Own* is the name of a new monthly paper started in Indianapolis in the interest of Woman Suffrage. It is edited by Geo. W. Hunter, who is one of Marion county's leading teachers. The paper is sprightly, and furnishes valuable information and interesting reading, especially to those interested in equal suffrage. The only inconsistent thing we can find in the paper is that "*The Woman's Own*" should be edited by a *man*, and a man, too, who is not owned by a woman.

THE NATIONAL EDUCATIONAL ASSOCIATION, held at Saratogo in connection with the American Institute of Instruction, was perhaps the largest educational gathering ever held in this country. Everything passed off smoothly, and those who attended felt well repaid. The president, Supt. Orr, of Georgia, in his inaugural described the condition of education in the South, and noted the great advance that had been made and was being made. The sentiment in favor of public school education is rapidly gaining ground.

The officers elect are E. T. Tappan, of Ohio, president; W. E. Sheldon, of Massachusetts, secretary; N. A. Calkins, of New York, treasurer.

*The Earlhamite* for July is taken up largely with a "Report of the annual meeting of the Educational Association of Friends in America, for the Central Department." The report contains the papers read in full, and a synopsis of the discussions. It is full of valuable and healthful suggestions, and should be read by every Friend in the country.

The Friends formerly lead all other denominations in educational zeal and enterprise, but in later years they have allowed themselves to be overtaken by many others. With their wealth Earlham College should have had an ample endowment years ago.

Religious denominations will soon be compelled to adopt the language of Lyman Beecher: "We must educate; we must educate or

we must perish." And a denomination that will not educate, and will not sacrifice to educate liberally, does not deserve to live.

### CHRONOLOGY OF IMPORTANT EVENTS.

Horse Shoes made of Iron .....	481
Pens made of Quills.....	635
Organs introduced.....	660
Glass Windows first used.....	1180
Coal used for Fuel.....	1234
Chimneys first used.....	1236
Spectacles invented.....	1240
Tallow Candles introduced .....	1290
Paper made from Rags.....	1302
Gunpowder invented.....	1340
Woolen Cloth first made .....	1341
Printing invented.....	1436
The first Almanac .....	1470
Telescope invented .....	1549
Circulation of Blood discovered.....	1619
Barometer invented.....	1623
First Newspaper.....	1629
Steam Engine invented .....	1649
Cotton planted in United States.....	1759
Telegraph invented.....	1832
First Daguerreotype.....	1839
Telephone invented.....	1876

### P E R S O N A L .

M. J. Mallory will remain at Jamestown.

D. E. Hunter holds the fort at Washington.

Sheridan Cox will remain at Kokomo another year.

W. J. Vickery will retain the Washington high school.

G. W. Bell is principal of the Monrovia graded schools.

W. H. Fertich has been elected for another year at Mishawaka.

J. H. Ewbank will have charge of the Fortville schools next year.

John Donalson is re-elected principal of the central public school in Terre Haute.

E. E. White, President of Purdue, read a paper at the National Association on "The National Industrial College."

A. H. Hastings has received a second election to the superintendency of the Marion schools.

Geo. P. Brown, president of the State Normal, read a paper at the National Association at Saratoga.

Prof. J. C. Ridpath, of Asbury University, was recently elected a member of the Greencastle school board.

H. S. Tarbell has been elected for the fifth time superintendent of the Indianapolis schools. Salary \$3,000.

J. M. Bridgman, of Franklin, has been elected as teacher in the high school at Salem for the coming year.

G. H. Caraway, a recent graduate of the State Normal School, has been elected principal of the Xenia schools.

Morgan Caraway, for the past two years at Fortville, has been elected superintendent of the Portland schools.

Mrs. Garfield has been elected trustee of Hiram College, O., to fill the place made vacant by the death of her husband.

Horace G. Woody, principal of the Kokomo high school, has been spending a part of his summer vacation in Arkansas.

J. N. Study has been re-elected superintendent of the Greencastle schools, and Mrs. McClain principal of the high school.

J. C. Buchanan, one of the principal teachers of Marion county, has accepted the superintendency of the Alma, Wis., schools.

Prof. S. S. Hamill, the elocutionist, now of Chicago, is working from 12 to 14 hours a day, and earns from \$2 to \$12 per hour.

Mr. — Smitz and wife, of the National Normal of Ohio, have accepted places on the faculty of the Ladoga Normal School.

Dr. J. P. Wickersham, ex-superintendent of Pennsylvania, sailed for Europe June 21st. This is his second visit to the Old World.

John B. Peaslee has been re-elected superintendent of the Cincinnati schools for one year; a motion to elect for three years failed.

J. A. Wood, who has served the people of Salem as superintendent of their schools for five years, will remain a sixth year with increased salary.

State Supt. Bloss was president of the Elementary section of the National Educational Association at the meeting held at Saratoga in July.

Edward Taylor, a graduate of Earlham College, author of Taylor's U. S. History, has been elected superintendent of the Vincennes schools.

is to have charge of the Waynetown schools again  
e schools have made marked improvement under

D. J. Evans, formerly Professor of Latin in U. C. College at Merom, Ind., has just been elected to the same chair in Ohio University, his alma mater.

J. J. Burns, ex-State School Commissioner of Ohio, has become associate editor of the *Ohio Educational Monthly*. He wields a trenchant pen.

W. H. Wiley stays at Terre Haute. His schools are doing much better than he is. His own health is not very good. He can't learn how to "take it easy."

Abram Brown, well known to many teachers in this state, has been re-elected principal of the Columbus, O., high school, at a salary of \$2,400—an increase of \$400.

Miss Alice E. Freeman, the new President of Wellesley College, had conferred upon her, recently, the title, Doctor of Philosophy, by Michigan University, her alma mater.

O. E. Arbuckle, superintendent of Jefferson county, was married July 12th, to Miss Ida Barton. The schools of Jefferson county will now take a new start—it always has that effect.

J. C. Eagle, of Edinburgh, was the recipient of "a handsome and costly library chair," a gift to him from his teachers and the members of the graduating class of the high school.

S. S. Overholt, of Bond Hill, Ohio, has been elected superintendent of the schools at Rising Sun. Buckeyes are always welcome. After a little making over they make splendid Hoosiers.

John R. Weathers, formerly of New Albany, more recently editor of the *Arkansas School Journal*, has been elected superintendent of the Cannelton schools for the coming year. Salary \$1,000.

S. S. Parr, late of the State Normal School, is now located at St. Minn., and is editor of the *Minnesota Journal of Education*. In connection with this work he will conduct teachers' institutes.

D. John, for many years president of Moore's Hill College, accepted the professorship of Hebrew and Latin in Asbury University. Rev. Lewis G. Atkinson is his successor at Moore's Hill.

C. L. Ingersoll has resigned the chair of Agriculture in Purdues University and accepted the presidency of the Colorado Agricultural College at Fort Collins. His successor has not been appointed.

W. H. McClain, formerly of Kokomo, but for several years past of Des Moines, Iowa, in the interest of Jones Bros. & Co., has recently been promoted, and now has charge of the St. Louis office of the same house.

Jeremiah Mahoney, for many years a teacher in the Chicago public schools, and a ready and caustic writer, chiefly on educational topics, died, recently, from an overdose of laudanum, taken to allay pain from heart disease.

Michael Seiler, of the State Normal, was married June 29th, to Miss Fannie Kent, of Shelbyville. He and his bride are making a trip to Niagara and the East. It is worth while to have a vacation when it can be so well improved.

J. F. W. Gatch, who has been associate principal of the Central Normal School at Ladoga, will hereafter have full charge, J. F. Warfel, his partner, having resigned to accept a place in the Hadley & Roberts Academy at Indianapolis.

A. J. Vawter, formerly well known among the educators of Indiana, has for the past five years been principal of the Covington Institute, situated at Springfield, Ky. Mr. Vawter is spending a part of his summer vacation among his Hoosier friends.

Joseph Moore, president of Earlham College, was recently honored with the degree of LL. D. from the State University. The State University has grown quite conservative of late years, and bestows these high degrees only upon such as are rightly deserving of them. No mistake was made in this case.

A. E. Davis, Secretary of the late Authors and Agents' Union Publishing Company, has bought the interest of all the other partners, and has moved his headquarters to Chicago. He has associated himself with the firm of Rand, McNally & Co. He still controls the American Etiquette and Rules of Politeness.

Chas. Stratton has been nominated by the Republicans of Illinois for State Supt. of Public Instruction. He is a politician and was in no sense the man for the place. It is an outrage upon the educators of that state to place over them a person not belonging to the profession. The teachers will have something to say about the matter when the time comes for voting.

Rev. Martyn Summerbell, of Massachusetts, has been elected president of Antioch College, at Yellow Springs, O. He is a graduate of the College of the City of New York; has had extensive experience in teaching; is a hard student; is thirty-five years old, and will certainly make an efficient president. The college will open September 13th. Its prospects are bright.

A. C. Shortridge, who was for many years the successful Superintendent of the Indianapolis schools, has bought an interest in the Hadley & Roberts Academy, Indianapolis. With Hiram Hadley, J. B. Roberts, and A. C. Shortridge at the head of a school the people can rely upon the best possible management and the best possible instruction. The Academy did well—very well—last year, and has bright prospects for the future.

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### DEATH OF HON. JOHN I. MORRISON.

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John I. Morrison died at his home in Knightstown July 17th, at the age of 77 years. In his death Indiana loses one of its most honored citizens. He had held the offices of county treasurer, representative in the state legislature, state senator, state treasurer; he was a delegate to the constitutional convention in 1852; he was commissioner of enrollment in war times under Mr. Lincoln. All these offices he honored. But he is entitled to notice in this Journal not on account of these services, but on account of what he has done for education in the state. He began life a poor boy and "worked his way through college." He taught his first country school near Salem, Washington county, Ind. He was for many years principal of the Washington Co. Seminary, a history of which was printed in last April's Journal. This seminary was for years the principal school of its class in Southern Indiana, and many distinguished men grew out of it. He was for a time Professor of Greek and Mathematics in the State University. He was for four years a member of the board of examiners for the State University, and at two different times was a member of its board of trustees. A few years ago he was appointed a trustee of the State Normal School, but did not accept. He alone deserves the credit for the clause in our constitution providing for a State Superintendent of Public Instruction.

Mr. Morrison was a man of rare intellectual attainments and strength of character. His public life was not more upright and honorable than his private life was pure and christian.

He leaves a highly respected family, consisting of his wife and eight children, who have the warmest sympathy of a large circle of devoted friends.

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### INSTITUTES TO BE HELD.

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- July 24—Gibson county, Patoka. H. A. Yeager, Supt.  
" Dubois county, Jasper. A. W. Sweeney, Supt.  
" Rush county, Rushville. J. L. Shauck.

- Aug. 7—Putnam county, Greencastle. L. E. Smedley.  
 " Ohio county, Rising Sun. C. M. Marble.  
 " 14—Wayne county, Cambridge City. J. C. Macpherson.  
 " Montgomery county, Waynetown. J. G. Overton.  
 " Jackson county. ——— Jas. B. Hamilton.  
 " Jefferson county, Madison. O. E. Arbuckle.  
 " Morgan county, Martinsville. E. W. Paxson.  
 " Clay county, Brazil. J. W. Stewart.  
 " Parke county, Rockville. W. H. Elson.  
 " Henry county, New Castle. Timothy Wilson.  
 " Bartholomew county, Columbus. J. M. Wallace.  
 " Decatur county, Greensburg. J. H. Bobbitt.  
 " Shelby county, Shelbyville. W. T. Jolly.  
 " 21—Pike county, Petersburg. W. H. Van Sickle.  
 " Clinton county, Frankfort. W. H. Mushlitz.  
 " Vermillion county, Newport. H. H. Conley.  
 " Jennings county, Vernon. T. Cope.  
 " Wabash county, Wabash. H. A. Hutchins.  
 " Hancock county, Greenfield. R. A. Smith.  
 " Warrick county, Boonville. W. W. Fuller.  
 " Hamilton county, Noblesville. A. W. Morris.  
 " Martin county, Shoals. Z. F. Williams.  
 " Daviess county, Washington. D. M. Geeting.  
 " Switzerland county, Vevay. Jas. R. Hart.  
 " Perry county, Cannelton. I. L. Whitehead.  
 " Brown county, Nashville. S. P. Neidigh.  
 " Porter county, Valparaiso. Homer W. Porter.  
 " Dearborn county, Moores Hill. H. B. Hill.  
 " La Porte county, La Porte. W. A. Hosmer.  
 " Elkhart county, Elkhart. Piebe Swart.  
 " Huntington county, Huntington. E. A. McNally.  
 " Sullivan county, Sullivan. J. A. Marlow.  
 " Madison county, Anderson. W. M. Croan.  
 " Scott county, ——— Jas. W. McCullough.  
 " Monroe county, Bloomington. John M. McGee.  
 " Ripley county, Versailles. T. Bagot.  
 " 28—Marion county, Indianapolis. L. P. Harlan.  
 " Owen county, Spencer. O. P. McAuley.  
 " Howard county, Kokomo. J. W. Barnes.  
 " White county, Monticello. Wm. Guthrie.  
 " Carroll county, Delphi. T. H. Britton.  
 " Vigo county, Terre Haute. J. H. Allen.  
 " Marshall county, Plymouth. Thomas Shakes.  
 " Kosciusko county, Warsaw. S. D. Anglins.  
 " Franklin county, Brookville. M. A. Mess.

- Aug. 28—Hendricks county, Danville. J. A. C. Dobson.  
 " Knox county, Vincennes. E. B. Milam.  
 " Vanderburg county, Evansville. J. C. Davidson.  
 " Newton county, Kentland. Will H. Hershman.  
 " Benton county, Fowler. B. F. Johnson.  
 " Miami county, Peru. Walter C. Bailey.  
 " Jay county, Portland. W. J. Houck.  
 " Jasper county, Rensselaer. D. B. Nowels.  
 " Warren county, Williamsport. A. Nebeker.  
 " St. Joseph county, Mishawaka. Calvin Moon.  
 " Grant county, Marion. G. A. Osborn.  
 " Union county, Liberty. C. W. Osborne.  
 " Boone county, Lebanon. Thos. H. Harrison.  
 " Orange county, Paoli. G. W. Faucett.  
 Sept. 4—Spencer county, Rockport. John Wyttenbach.  
 " Johnson county, Franklin. D. A. Owen.  
 " Adams county, Decatur. G. W. A. Luckey.  
 " Tipton county, Tipton. Geo. C. Wood.  
 " Wells county, Bluffton. W. H. Ernst.  
 " Noble county, ——— Nelson Prentiss.

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The Eastern Indiana Superintendents' Convention, announced to meet at Bluffton Sept. 19th, will meet at the same place Sept. 26th.

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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### R A C E .

"Marriage and Parentage, and the Sanitary and Physiological laws for the production of Children of Finer Health and Greater Ability," is the title of a book by Holbrook & Co., of New York, proposing the doctrine that "the race might be greatly improved by wiser and more sanitary marriages, and by a more physiological parentage." The author suggests that "if the average standard of ability of the race in intellect, morals, and physical power were raised one degree each century the final result could hardly be estimated." The subject is discussed in the practical and common sense manner it deserves.

Race culture is regarded impracticable from the human standpoint. The state and church have done little to prevent hasty and ill-considered marriages. The reform must come in due time, and mainly through the influence of the school and the home. It is a problem in zoology as well as in sociology. It has been observed

that the marriages occurring among students in colleges and normal schools, and among teachers, have been wisely considered and almost universally happy associations. The contact in the schools, whether as fellow-students or as teachers, insures that thorough knowledge of health, disposition, and character essential to the married state.

The doctrine of race culture, of large families, and of no families, of the relation of the state to its uncared for numbers of little ones who never were consulted as to their being or non-being, is graphically set forth in the satire known as "Ginx's Baby," as well as in the chapters on population in most political economies.

Speaking of the unhappily born class which are known as the "bad boys" of a school or family, and which in extreme development become lesser Pomeroy's and Guiteaus, Gail Hamilton in an article on "The Things which Remain," in the July *North American Review*, says: "Honor in the blood is no talisman against them, for they spring like an excrescence from the purest strain. In the lower kingdoms we treat them with tar and kerosene and whale-oil soap, with quassia and hellebre and Paris green. But when they fasten on civilization in the shape of human beings, the coarse necessities of human law seem to force us to treat them as human beings.

When we shall have risen to a higher life, it may be that a higher spiritual sense, a clearer perception of the essence and dignity of human nature, will show us that the only wise and humane thing is, instantly upon discovery, not with ignominy, but with tenderness, to release these unhappy creatures from the doom of birth by the boon of death; to relegate these marred and monstrous abortions of the Creator's hand to be reduced to the decency of non-existence, or to be furnished and re-issued with human traits according as the hand and counsel of God hath determined before to be done."

The above is as caustic as it is unchristian. It does not breathe the spirit of the mother or sister, and has no precedent or support in history. Race culture can not be attained by infant murder, and probably to hang a man is the worst use to which he can be put. With right ideas of social relations engendered in the homes and schools of truly democratic peoples we may hope to see a better race.

Mr. B. W. Evermann has compiled a series of blanks to be filled out by students of zoology, much as similar blanks have been used in analytical botany. They are especially adapted to accompany Dr. Jordan's Manual of Vertebrates. Mr. B. W. Evermann is a well known teacher in this state, and is taking a special course in Natural Science at the State University.

The "Annual Analysis for use in Schools and Colleges," is issued by Jansen, McClurg & Co., Chicago.

BOOK TABLE.

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*First Studies in Drawing*, complete in fifty-four studies By Benj. H. Coe, Teacher of Drawing. New York: Jno. Wiley & Sons.

These studies consist of elementary exercises in drawing from objects, animals, and rustic figures; arranged in the form of a textbook.

The design is to teach beginners to draw with care and accuracy. The pupil is taught to do all he can first by eye, then to test his own work, and in no case to leave a line until it is proved to be accurate. Price 60 cents.

*American Men of Letters* is the general title of a series of biographies of distinguished American authors, edited by Charles Dudley Warner, and published by Houghton, Mifflin & Co., Boston, Mass. Washington Irving, written by Mr. Warner himself; Noah Webster, by Horace E. Scudder; and Henry D. Thoreau, by Frank D. Sanborn, are already out, and others are in preparation. The last named is just on our table, and is a rare book. Thoreau was a genius in many ways. His life and his writings are only beginning to be understood and appreciated. No other American ever got quite so close to nature nor succeeded quite so well in its interpretation. All three of the above named books are highly instructive and entertaining, but the last will please most those who love nature rather than art.

*Treasury of General Knowledge*, for School and Home, (Part II.) By Celia Doerner. Cincinnati: Van Antwerp, Bragg & Co.

The purpose of this book is to give general information on a variety of subjects, that will be desirable and useful. Whatever may be said as to the desirability of studying thoroughly a few branches in school rather than to get a smattering of many, it nevertheless is true that interesting and important facts may be learned in school about a great variety of subjects, without detracting from the main work of the school. This book does the important work of collecting and classifying these facts.

*Eve's Daughters; or, Common Sense for Maid, Wife, and Mother.* By Marion Harland, author of "Common Sense in the Household." New York: John R. Anderson & Henry Allen.

The above title gives little hint of the contents of the book it names. It is not a story, there is not the least fiction about it, it is a series of articles upon the physical and mental education of women, told in a very practical and interesting manner. The young woman who assumed the cares and duties of a housekeeper, without any

previous preparation, but who found herself able to walk alone among the mysteries of the kitchen, through assistance gained from "Common Sense in the Household," by Marion Harland, will be glad to know that the same lady will be guide and help to her in assuming the duties of motherhood, and in giving her daughters such wholesome instruction as will enable them to become strong, brave, true women. This book we highly commend to all thoughtful, earnest women, believing that its perusal will add to the reader's pleasure and profit.

*Sheldon & Co.'s Modern School Fourth Reader.* New York and Chicago: Sheldon & Co. Cyrus Smith agent for Indiana.

The Journal has heretofore noticed the first three books of this new series of Readers. The Fourth is in keeping with the other three books, and will commend itself to the favorable consideration of any intelligent person. No more attractive book of its grade has come to this office. The selections are excellent—while they are within the comprehension of those for whom they are intended, they are of the highest literary merit, and are from the leading authors in Europe and America.

*Complete Graded Arithmetic.* By J. B. Thompson, LL. D. New York: Clark & Maynard. J. D. Williams, 46 Madison St., Chicago, western agent.

This book unites in one volume of 400 pages, both Oral and Written Arithmetic, and is presented on the inductive plan. This seems to be a direct road to a practical knowledge of arithmetic, and while it develops the intellect it at the same time prepares for active business life. The examples and problems are well graded and well selected, and the book is certainly a good one. The Journal entertains some doubt as to the wisdom of a one-book series on this subject.

*A Geographical Reader.* Compiled and arranged by Jas. Johnson. New York: D. Appleton & Co. John Goodison, Ypsilanti, Mich.

This work is arranged with the idea that the ability to read may be acquired incidentally while the attention is directed to some object of thought. It is claimed that when a person is reading for the *sense* he is most likely to use a natural tone of voice and make his reading most expressive. The Journal likes the theory and believes it practical. The selections are from the highest authority and are full of valuable information.

*Harper's Illustrated Weekly* still comes to hand with Nast's inimitable cartoons and Geo. William Curtis's able and learned editorials. All the leading topics of the day, foreign and domestic, covering all departments of science, art, and politics are fully discussed.

# INDIANA SCHOOL JOURNAL.

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SEPTEMBER, 1882.

No. 9.

## \*ANALYSIS AND SYNTHESIS.

BY GEO. P. BROWN.

\* \* \* \* \*

**W**HAT is the natural process by which the mind acquires its knowledge?

In a very able and interesting paper read at an early session of this convention it was stated that:

“There are two methods for the mind to employ in obtaining knowledge—the analytic and the synthetic. The use of the first requires the object of knowledge with all of its parts and elements and relations of parts to be before the mind of the learner at the first. When the mind has known the object as a unit, it is to unloose the parts from one another by analysis and consider them in themselves and in their relations.”

We are told that,—

“The movement of the mind in the acquisition of knowledge must be always from whole to part, if we would prepare the mind for independent and successful activity, in the study of any object or branch of knowledge; that the true process of acquisition is an analytic and not a synthetic process; that the mind naturally moves from the apprehension of the whole to the

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\*Extract from a paper read before the National Educational Association at Saratoga, July 14, 1882.

apprehension of the parts or elements composing that whole by a process of analysis."—From "*Limits of Oral Teaching*," by J. W. Dickinson.

I confess to an inability to clearly understand these statements.

Sir William Hamilton gives the following as a psychological law :

"The first procedure of the mind in the *elaboration* of its knowledge is always analytical. It descends from the whole to the parts; from the vague to the definite." He adds: "These two processes—synthesis and analysis—are not in strict propriety two several methods, but together constitute only a single method." A conscious activity of the one is impossible without there being at the same instant a more or less conscious activity of the other.

He says further: "It is manifest in general, from the meaning of the words, that the term *analysis* can only be applied to the separation of a whole into its parts, and that the term *synthesis* can only be applied to the collection of parts into a whole."

It is evident that in the *elaboration*, i. e., the *perfecting* or *refining*, of its knowledge of any object, the mind naturally proceeds from a whole vaguely known to the parts composing it. But this assumes that the mind already vaguely knows a complex whole. What is the process by which the mind constructs that whole? It must be a synthetic process. There seem then to be two processes by which knowledge of an object is acquired: One which results in the knowledge of elements that are wholly new, and the joining them to others already known; and another which gives a completer knowledge of the mutual relations of the elements. The former seems to be a synthetic process, while in the latter there is a more conscious activity of the analytic process.

Whether the process to be employed in teaching a child shall be termed analytic or synthetic would seem to depend upon (1) what whole the process starts from, and (2) the immediate end sought by the instructor.

Every object which furnishes an occasion for knowledge to the pupil, and instruction to the teacher, may be viewed as

either of three different wholes. (1) There is the whole or thing as it really is—what the Creator sees in it; (2) there is a whole composed of those elements which the teacher sees in it; (3) and, lastly, what the child sees in the object constitutes another whole. The difference between the first whole and the last whole is infinite.

Let us suppose, by way of illustration, that knowledge of a pebble is to be gained. If the Creator were to be the teacher and I the pupil, I can conceive that the process from his standpoint of knowledge would be an analytic one, but from mine, after I had passed the limit of my previously acquired knowledge of the subject, it would be synthetic. Each new judgment that I formed would be a synthetic judgment, i. e., a judgment having a predicate not previously viewed as being an element of the subject. This addition of the new element to the whole already known is a synthetic process, which results in a new whole. But the joining of this new element to the group of elements already known involves a more or less conscious activity of the analytic process. It must be viewed as related to the other elements, and this implies an analysis of my former whole. It seems as if the whole thus formed is the result of both synthesis and analysis; that no new whole could be formed without the combined activity of both these processes; that each is but a different phase of only a single method; but the phase of which I have the most vivid consciousness is the synthetic one.

Again: Suppose that I am to lead the child to any new knowledge of the pebble. Will not the movement of my mind in relation to my whole be analytic, while that of the child's mind in relation to his whole will be consciously synthetic? Whether I show to him this new element or he is led to discover it for himself does not seem to me to affect the process. In any case he must discover—i. e., expose to his own view—he must *think*, the new element in some of its relations to the other elements already known.

If we take our stand upon the point of view of the child that knows absolutely nothing of the pebble, we find that the whole given to him by the sense of sight consists of the two elements

*form* and *color*, or colored extension. These are all that sight can give, and therefore all that his whole can contain. There is an involuntary and spontaneous act of synthesis performed by which these two are seen as one. But it is *not* by a process of analysis of this whole that *weight* and *hardness* are discovered. They are not elements of form and color, but they are new and independent elements which are given to the mind by the other senses, and by a process of synthesis united to the whole given by sight, making a new whole.

A whole of form—or space-filling whole—is first seized as a unit, and subsequently analyzed into its parts. But even here, when the object is so large that it fills more than the field of view of the eye at any one instant of time, the whole of form must be acquired by a conscious process of putting together parts successively viewed.

If the process of the acquisition of our first knowledge of objects of sense is largely synthetic, much more evident is it that the process by which we acquire knowledge of what can not be brought to the senses, and of abstract objects is synthetic. Suppose that the State of Indiana is to be taught. We have been told that we must go from the whole to the part by a process of analysis. From what whole? I am taking it for granted that it is the child's whole and not that of the teacher that we are to proceed from. The child knows nothing of the State, but it is said that I must proceed to teach him by analysis, and that any other process will tend to make it impossible for him to pursue any independent course of study in an orderly and proper way. I give to the child the phrase "State of Indiana." If the phrase is spoken his first whole consists of a succession of sounds; if it is written, of a series of forms. It is the name of a very complex concept to me, but not so to him. I must proceed to help him to fill that empty form with its proper content. Every step I take will result in some new element which will be joined to what has been previously learned. I can not see in what sense this process is one of conscious analysis to the child. The process is a process of building, constructing—not of separating.

There is, it is true, a right and a wrong order of presenting the child the elements that constitute the notion, *State*.

I could begin with his father's farm and his own family and proceed to the neighborhood, thence to the school district, thence to the township, thence to the county, thence to the adjoining counties in order, making an exhaustive study of the products of nature and the products of man in every institution of society, and finally bind these together in a whole which I would name the State. This would be a rigidly synthetic method.

Or, my first aim might be to rapidly lead the child from what he already knows to as clear an apprehension as he is able to form of those essential, comprehensive, and fundamental ideas that belong to the concept, *State*, and then proceed to fill these vague forms of knowledge with a proper content by what would be from my standpoint of knowledge a process of analysis. From the pupil's standpoint it is quite as much a process of synthesis as was the former procedure. It differs from the other only in the order of selection of the elements synthesized.

In the first instance the child begins his construction with individual and particular ideas, and proceeds step by step to the formation of those more general and comprehensive notions, from which the mind passes on to the apprehension of those fundamental ideas that find their complete significance and definition only in the less general and the particular ideas previously acquired.

This process reminds us of the old story of the way in which the Chinese build their houses; by beginning at the top and building downward.

In the second instance the child is led by a more rapid movement, in which the imagination is prominently active, to a vague apprehension of these general and fundamental ideas, which he proceeds to make clear and definite by the acquisition of the knowledge of the particulars included under them.

It was stated above that whether the process employed should be of the consciously analytic or synthetic phase of method depends, in the second place, upon the immediate end sought by the instructor.

The end may be (1) the acquisition of the knowledge of new elements or ideas which shall form the material for future elabo-

ration; or, (2) it may be the making *clear* the knowledge of these elements already acquired; or, (3) it may be both. In the first case the phase of method consciously active will be synthesis; in the second, it will be analysis; and in the third it will be both synthesis and analysis.

The importance of a clear understanding of the processes active in the acquisition and elaboration of knowledge can hardly be over-estimated. Upon a knowledge of these processes all rational methods of teaching must be based. Anything that will tend to awaken deeper and more analytic thought upon the subject will do good. This is my apology, if one is made, for the foregoing rather abstract discussion. \* \* \* \*

## THE CIVILIZED RACES OF ANCIENT AMERICA.—IV.

A. H. ELLWOOD.

### THE AZTEC EMPIRE.

✓ **T**HERE are many doubtful legends about the Aztec history between their arrival in Anahuac and the founding of Tenochtitlan (now Mexico). One indicates a temporary enslavement by some of the Toltec states. Their natural ferocity, however, made them formidable, and they soon secured their liberty. After many romantic wanderings they halted on the marshy southwest border of Lake Tezcuco, where the rocky hill of Chapultepeck rises above the waters. While here—A. D. 1325—their priests saw, perched on a cactus which grew on a rocky islet of the lake, an eagle holding a serpent in both bill and talons, and its broad wings opened full toward the rising sun.

They declared this to be an omen long awaited, and bade the tribe to begin to build. On a group of marshy islands, surrounding the eagle's rock, they sank piles, on these laid reeds and rushes as a foundation, and soon a town of huts, built of woven rushes plastered with mud, grew, a puny Venice; but a future Rome, above the water of the lake.

Toward the northeast already rose Tezcucó, and to the west was Tlacopan, both large and well built cities, with sculptured palaces of stone, with lofty pyramids crowned with temples, from which like waving plumes flashed the never dying fires of the Sun God's solemn worship.

The Aztecs were weak but wise. Nestled amid their worthless swamps, they were inaccessible to a foe, and they were too poor to tempt cupidity. But they had scarcely an acre of arable land. To partially remedy this they built rafts of logs, on these laid floors of reeds and covered them with earth taken from the bottom of the lake. These formed their "chinampas" or floating gardens for which the city was noted in later days. They ditched and filled their marshy islands and the adjoining shores, and snatching their soil from the waters, in time their marshes became a paradise. They adopted the arts of their neighbors, and thus lived for a hundred years. Occasional wars made their name dreaded throughout the valley, but they were safe from invasion on their island fortresses. Their civil polity was perfected by a series of wise and enlightened monarchs, and their population largely increased; considerable additions being received in fugitives from neighboring states, as in the early days of Rome.

The founder of the city and of the dynasty was Tenoch, from whom the city took its name. He reigned nearly 50 years, and was succeeded by Acamapichtle, and he by Huitzil-huitzin, who appears to have given to the tribe the military discipline which afterward made them so powerful. Following Huitzil was Chimal-popoca, who ascended the throne 1415.

At this time the Tezcucans had been conquered by the Tepanecas. The King of Tezcucó had been killed, and Nezahnalcoyotl, though but 12 years old, was maintaining a precarious struggle for his throne. Aided by a few nobles, his wanderings remind one strongly of those in the dark days of Robert Bruce.

In 1418 Nezahnal made an alliance with the Aztec king Chimal. In two great battles the Tepanecas were routed—their king slain and their national existence destroyed. As the price of their services the Aztecs took the territory of the Tepanecas,

and thus became the first of the states of Anahuac. The Tezcucans were restored to their original territory. Now the three states surrounding the lake, Mexico, Tezcuco and Tlacopan, made a league, remarkable in history, both for its magnificent results and for the faithfulness of its execution. Under the lead of Mexico a war of subjugation was decided upon—Tlacopan to receive one fifth of all conquered territory, the remainder to be divided between the two more powerful states, but in what proportion the Mexican and Tezcucan writers do not agree. It is remarkable, however, that during a century of uninterrupted warfare which ensued no instance appears in which the parties quarrelled over the distribution of the spoils.

In 1423 Itzco-huatzin ascended the Aztec throne, and in 1438 Montezuma I.; Nehanal still reigning in Tezcuco. By 1450 the empire reached the Gulf of Mexico, and was growing in intelligence as rapidly as in wealth and power. Passing southward among the refined Toltec states, the armies came back bringing among their spoils troops of prisoners educated, refined and intelligent. The conquerors well knew the value of these qualities and with the government adopted the arts of the subjugated states. The shadow of self-government was left to the provinces, the native princes being left in nominal power, but compelled to reside in Mexico or its vicinity. This swelled the population of the capitals with the people of every province, and had a great influence in spreading the arts of the provinces among the ruder conquerors. Constant and rapid communication was also maintained with the armies in the field and with permanent garrisons, so that at the date of the conquest the Valley of Mexico was densely packed with people of every race included in the empire and its dependencies.

In 1471 Montezuma I. was succeeded by Axaya. The year before Nezahnal-coyotl of Tezcuco had died, "full of years and of honor," and was followed by his son, Nezahnal-pilla, a statesman worthy to succeed his father. Then came in Mexico Tizoc in 1480; Ahuitzoc in 1484; and the greatest, yet most unfortunate of the dynasty, Montezuma II., ascended the throne in 1502. During the early years of this reign the armies of the

league reached the limit of conquests. Every state and tribe, from the Ocean on the West to the Gulf on the East, from the Deserts of the North to the friendly kingdom of Quiche in Guatemala on the South, had submitted to their arms. The two great monarchs now devoted themselves to the arts. From being warriors they became builders. Magnificent palaces and temples sprang up in the cities. Elegant gardens and observatories were constructed. Immense retinues of servants were kept employed in the palaces, and unknown luxuries were introduced.

The revenues were no longer kept full by the plunder of newly subjugated states, and to meet the enormous expense of these works the taxes were increased and collected with great severity.

Nezahualpilla, of Tezcucó, was a student, a lover of Astronomy, and devoted much time to its study. Montezuma was shrewd, and taking advantage of the abstraction of his ally, by various excuses, succeeded in seizing many of the best provinces of Tezcucó, and finally assumed the title and prerogatives of Supreme Ruler over the allied states. Mortified and disheartened Hualpella died 1515, leaving two sons, Cacama, the elder, and Itzlil.

Cacama, though rightful heir, was an admirer of Montezuma and was resisted by Itzlil and a party who opposed the pretensions of the Emperor; but Cacama carried his case to Mexico and received the capital and crown, while Itzlil was given the northern and poorer half of his father's kingdom. He remained a bitter enemy to Montezuma.

I have referred to the religious struggle in the history of the tribes of Anahuac. No record gives an intelligent account of it. Hints often are found, but we can not tell when or how it occurred. This only is certain in the account:

At some time in the far past Quetzal-coatl, a God, came sailing from the East as the sun was rising. He came in a canoe which had white wings. He blessed the tribes of Anahuac—taught them many things unknown before. Taught them of love and duty and peace. Taught them that the Gods did not love altars smoking with human blood, as had so long been their custom. Gave them a simple worship of hymns and prayers,

and offerings of fruits and flowers, instead of the bloody rites of the temples. For a time he was obeyed, and dwelt in the land in peace and the people prospered. By and by a change came over them. Wars arose; armies were ever marching to and fro; the God of War became supreme; his priests demanded sacrifices, and blood flowed freely upon the altars of the savage Huitzil. New temples were built to him throughout the land, and the altars of the gentle Quetzal were forgotten. Finally he was banished from the Valley of Mexico. Going East he stopped at Cholulu, where the great Pyramid had been reared to his name. Leaving Cholulu he went to the Sea and stepped into a great canoe with white wings; he turned to the land and uttered this prophecy: That wars should continue until all the foes of Anahuac were humbled in the dust before her; then *he* would return with vengeance for his wrongs, and Anahuac should be no more. Then spreading its wings the canoe sailed away into the rising sun.

Under Montezuma II. the first part of this prophecy was signally fulfilled, and to the spirit of disaffection referred to above was added a superstitious dread of coming evils caused by the now expected return of Quetzal. These fears were intensified and made more universal by the rumors which came from time to time of the conquests and destruction caused by the newly arrived Spaniards in the West Indies and at Darien, and when Cortez landed at Vera Cruz—fair in complexion; coming from the East, with canoes borne over the water by white wings, and armed with the thunder and the lightning which destroyed his enemies at a breath—the prophecy of Quetzal had already made easy the task of the Spanish conquerors.

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I know not what may befall me;  
God spreads a mist before my eyes;  
At every step of my onward path  
He makes new scenes to rise.  
But I never had a sorrow  
But what the dear Lord chose;  
So I keep the coming tears back  
With the whispered word—"He knows."

## HOW TO HELP PUPILS.

GEORGE F. BASS.

PUPIL.—“Could not get the 14th.”

TEACHER.—“What is there about the 14th that you do not understand?”

P.—“Don’t understand any of it.”

T.—“Think, think, think. You certainly understand something about it.”

The teacher calls on another pupil while this one thinks (?) about the following problem :

In payment of a debt, I took Chas. Marshall’s note for \$1600, payable at the Sixth National Bank of Philadelphia, in 6 mo., with interest. Four months afterward, I had it discounted at the First National Bank of Harrisburg. What were the proceeds?

After pupil No. 2 had explained some other problem by telling *what* he did, the teacher calls up No. 1 and says: “Well, have you thought it out?”

P.—“No, Sir.”

The teacher then steps to the board and solves it, explaining (?) as he works, “We first get the face by finding the amount on \$1600 for 6 mo. 3 da. at 6 per cent. We next find the bank discount on this for 6 mo. 3 da., less 4 mo. Subtracting this from the face we have the proceeds.”

This being done he turns to the pupil and says, “Do you see?” The pupil says, honestly too, he does. Ask him what he sees, and you will learn, in a majority of cases, he sees only what you did. He *sees* but does not *understand*. Therefore the plan is not good. The teacher not only did all the thinking, but kept it to himself. How did he know that he had to find the amount of \$1600? Why did he subtract 4 mo. from 6 mo. 3 da? How did he know he must find bank discount? These and other questions might have been asked by the pupil. But for various reasons they were not. Only about one pupil in ten will ask such questions.

I am not a believer in the sentiment that no one should criticise a method unless he can suggest something that he believes better, yet I am ready to suggest a method that seems to be to be better.

When the pupil said that he did not understand this problem, the teacher should have asked questions similar to the following:

“What is required?” The pupil could answer this by reading the problem, and would have done so probably.

“What must you know before you can find proceeds?” “Discount and face,” would have been the pupil’s answer, providing he had understood the definitions and principles preceding. If he has not understood them, have him turn to them and ask, “What are proceeds? What is face? Discount?” Having these properly in mind he will be ready to give the above answer.

“Have we bank discount given?” “No.” “Have we face?” He will probably say, “Yes, \$1600 is the face.” Don’t tell him he is wrong. Have him turn to definition of face; ask if the \$1600 draws interest; ask him what will be due at maturity. He will, in answer to the last question, say the amount of \$1600 for given time at given rate. Now ask if it is face, and he will give the proper answer. He is now ready to answer this question. “Have we anything from which we may get face and discount?” “We can obtain the face by finding the amount of \$1600 for 6 mo. 3 da. at 6 per cent., and can get the discount by finding the interest on this amount for 6 mo. 3 da., less 4 mo.” He may not give as much as this in his answer; but he can be led to give it by a series of proper questions.

This method is better than the other because the pupil has been led to think. He sees what must, of necessity, be done. The teacher should say to himself, what thinking do I do to get the result that I am about to give to my pupil? Then instead of giving him the result, cause him to think as you thought, and you will necessarily get the result without telling. “This takes too much time.” Yes, but it is time well spent.

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THE COMMON SCHOOLS OF GERMANY.

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J. C. BUCHANAN.

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**R**USSIA has no written general law upon education and never has had. Our own country has furnished the best accounts of German education. Dr. Bache, formerly of Girard College, and Horace Mann are standard authorities in both Europe and America. The history of Education in Germany is a part of the national history, and the schools are a genuine offshoot and part of the national life, strongly rooted in the soil, and maintain a wonderful uniformity throughout all German Europe, with perhaps the best development in German Switzerland and Holland. Various antagonistic influences seem to be operating upon the schools—the ecclesiastical against the secular and the central against the local authority; but all unite in a common purpose for the improvement and perpetuation of education; and while each has in turn held superior control, and introduced new theories and methods, they have all left behind a portion of good.

The present educational sentiment of Germany dates from the Reformation. The leading intellects of the nation began to work eagerly together through the schools, to elevate and enlighten the masses. From that to the present day the first and highest purpose of German statesmanship has been to educate the people. The German schools are better in Northern than Southern Germany, in Protestant than in Catholic communities. In the absence of any organic school law like that of France, the public control of schools is exercised through administrative orders and instructions. It has for its basis the following articles, promulgated in 1794:

“Schools and Universities are State institutions, having for their object the instruction of youth in useful information and scientific knowledge.

“Such establishments are to be instituted with the previous knowledge and consent of the State.

“All public schools and public establishments of education

are under the supervision of the State, and must at all times submit to its examinations and inspections.

“Even when the immediate supervision of such schools and the appointment of teachers is committed to certain private persons or corporations, new teachers can not be appointed and important changes in the constitution and teaching of the school can not be adopted without the previous knowledge and consent of the State.”

In the Prussian Constitution of 1850 is the following provision :

“Every one is free to impart knowledge and to found and conduct establishments of instruction when he has proved to the satisfaction of the State authorities that he has the moral, scientific, and technical qualifications which are requisite.”

With these principles as a basis, administrative control can be exercised without much difficulty. The foregoing regulations may be said to form part of the common school law of Germany, for they belong to every citizen's notion of what is right and fitting in school concerns, while taking care that education shall not be left to accident and caprice.

The circle or diocese, the smallest State division, controlled by a civil officer, called a landrath, is of variable size and population, and may contain six or eight or as many as forty parishes. Associated with the landrath is the superintendent, who is an ecclesiastical officer and the departmental agent for the control of the schools of his district. Each parish has one elementary school or more, according to the requirements and ability of its inhabitants. Each school has one building for school purposes, containing one or more rooms, according as the means and need of the school require one teacher or more. The limit of each of these schools has been fixed at eighty scholars, but it is common for a hundred to attend. The building is of brick or stone with a tilted or thatched roof, and ordinarily contains the quarters of the teacher. Within, the seats, with desks attached, and shelves beneath for books, are usually arranged in two rows, with an aisle between; the teacher's desk at the end opposite the door, and blackboards and maps on the walls. Regular attendance at

the school is required, and, to effect this, the pastor and school-master use all their moral influence to cause parents to send their children punctually and regularly. This failing, the police force is used. The police office of the place makes out a list of all children of school age, and hands it to the local school board connected with each school, which is then responsible for the children's attendance. The teacher keeps a list of absentees, marking those as inexcused who are absent without cause. The Board admonishes the parents, and if absence is repeated, the parent is fined, and in default of payment, is sent to jail. Even the people of Germany criticise the compulsory system; but it all amounts to little, compared with the great fact that the class whose children attend these schools is well satisfied. The schooling is compulsory only in name, and the school has taken so deep root in the social habits of the German people that, were the law repealed, there is no doubt that the schools would continue as full as they are now. It is often said that this submission to the school law is due to the docility of the German character; but it is the opinion of those who have had the best opportunity to know, that the general attendance is not so much in obedience to law as to the deliberate approving judgment of the people.

Mr. Kay, an English writer, says:

“There is nothing more untrue than that the central authority has all to do with the schools, that there is no local liberty of action, and that there is no union between church and school. The general supposed oppression of the Government in school matters has not the slightest foundation in fact. It is this simple religious parochial system, which has been abused and vilified in every possible way. It has been called tyrannical, illiberal, irreligious, and has been stigmatized by every opprobrious epithet that ignorance and bigotry could invent. But the truth in the end will conquer, and Germany will one day be lauded by all Europe as the inventor of the system securing, in the best possible manner, her education, guided by the best intelligence, fostered by local activity, local sympathy, and the cordial sympathy of the Christian religion.”

The great aim in German schools is practical usefulness. Mr.

Pattison says: "They may aim at little, but the principle is to achieve it. It may look too little to the cultivation of the imagination, but it is possessed of a practical spirit which permits no showing off. A Prussian schulrath, in visiting a school, may be blind to many faults, but his eye is quick as lightning to detect the least pretentiousness or hollowness in teaching." How different from some schools we have visited. On entering the first word the visitor hears is, "Put away your books." "Get in position." "Would you like to hear them sing?" "Would you like to hear them declaim?" "We will read such and such a lesson." The children seem to catch the spirit too, and what the visitor hears is no more like real school than the majority of plays we see on the stage are like real life.

The usual hours for school are from eight o'clock till noon, and from two o'clock till four in the afternoon; but in many farming districts, in the summer, the children attend from four o'clock until eight in the morning, in order to assist in the farm labor afterward. This latter fact interfered very materially with a visit which I made to the village school while spending a few days with my friend, a former teacher, in Southern Germany. We arose about five o'clock, dispatched our früh-stück, which consisted of Pumpernickel, bread and butter with coffee to drink; then our friend took us out to see the Ackerbauern cutting the wheat. They were reaping it with sickles and cutting it so close that the stubble hardly showed above the ground. On our way back to the village we were met by old men and women, young men and robust girls, who greeted us through their blushes with a modest "Guten morgen," all with sickles on their shoulders, hastening to the harvest field. We were introduced as "Zwei Amerikaner" to the schoolmaster, who was even more composed than I expected to find him; but our fame had preceded us. Our friend's house had been crowded the night before, and others peeped in at the windows, as anxious to see us as if we were monkeys escaped from Gilmore's Zoo. Old men declared we were the first Americans ever in the village, and we could readily believe this from the fact that the village is several miles from any railroad. We amused them with descriptions of our country

and with music from harp and violin, so that when we were introduced to the school it was like being introduced a second time. As I talked with the children and teacher, and examined their work, I received the same courtesy and found the same earnestness as I had noticed on the farm. A critic found as little stubble in the school as the sheep found in the field.

The subjects taught in a one-class village school, teaching 26 hours per week, are as follows: religion 6 hours; reading and writing 12 hours; ciphering 5 hours; and singing 3 hours. This plan may be varied so as to add an hour for drawing; and in larger towns, where there are more classes, natural phenomena may be studied with natural history and the geography of Germany and Europe. School is opened and closed with prayer, in which the children join. The service consists of the Lord's Prayer, to which may be added the Creeds and Ten Commandments, and other prayers in common use in the churches. The historical parts of the Old and New Testaments are taught throughout the whole course, and select portions of the Psalms, Epistles and Prophets are read by the higher classes as a religious exercise. The Catechism of Luther is mechanically taught in the schools in order that the pastor may initiate the child into the sense of church doctrine, and about fifty hymns are committed during the course.

Various methods of learning to read are used, none being prescribed; but nowhere for the last thirty years, except in the more backward parts of North Germany, has the one so common with us been employed—beginning with the names of letters and spelling words with these names. There is no standard reading-book, and it is found very difficult to produce one that shall meet all requirements. It must be the guide in literary style and a book of practical grammar, natural history, and useful knowledge in concise and entertaining form. It must in fact be a portable encyclopedia of useful knowledge, suited to the comprehension of children. No pupil knew when he arose exactly how far he was expected to read, nor did he sit until he had answered all the questions asked by the teacher concerning the subject-matter of what he had read. No two read the same

paragraph, and no attention was given to elocution except that pupils were to speak distinctly and with considerable force.

Arithmetic is taught in a purely practical way, and fatiguing mental exercises are prohibited. The pupils are made perfectly familiar with units before going on with tens, and know these well before proceeding to hundreds. When geography, history, and the natural studies are taught, they come either directly or suggestively from the reading-book. In geography the child must first know the spot where it then is, and then extend its knowledge to contiguous regions—all being coordinated from the place which the pupil actually sees and knows. Drawing is carried no farther in the common schools of North Germany than the simple free hand drawing; but in South Germany the study is more extended. Singing is taught by ear and by note. It is not carried beyond church music and the national airs, and the children must sing in church the next Sunday the pieces they have learned during the week.

Mr. Mann says: "The Prussian teacher has no book. He needs none. He teaches from a full mind. He does not cumber or darken the subject with any technical phraseology. He observes what proficiency the child has made, and then adapts his instructions, both in quality and amount, to the necessity of the case. He answers all questions, and solves all doubts. It is one of his objects, at every recitation, so to present ideas that they shall start doubts and provoke questions. He connects each lesson with all kindred and collateral ones, and shows its relation to the every-day duties and business of life; and should the most ignorant man, or the most destitute vagrant in society, ask him 'of what use can such knowledge be?' he will prove to him in a word that some of his own pleasures or means of subsistence are dependent upon it, or have been created or improved by it."

These are the routine matters taught in the elementary schools. The scope of the system may seem narrow, but it is not so in reality. The experience of years of deliberate trial is that, from seven to fourteen, children can not learn more than the master over the rudiments and means of future cultivation—the organs of speech and song, the material of language, the relations

numbers, the pen and the pencil. The child is not to be taught to know but to do; not to acquire knowledge but to develop capacity.

One would naturally expect great results from all this complicated machinery for running schools, and is surprised at the want of individual energy of German character. Horace Mann says upon this subject:

“When the children come out of the school-room, they have little use for the knowledge acquired there, or their faculties that have been developed; their resources are not brought into demand; their powers are not roused nor exercised. Our common phrases—‘The activities of life,’ ‘The responsibilities of citizenship,’ ‘The career of action,’ ‘The obligation to posterity,’ would be strange-sounding words in the Prussian ear. The government steps in to take care of the subject as much as the subject takes care of his cattle. The subject has no officers to choose, no inquiries into the character of his candidate to make, no vote to give. He has no laws to enact or abolish. He has no questions about peace or war, finance, taxes, tariffs, post offices, nor internal improvements to decide or discuss. He is not asked where a road shall be laid or a bridge shall be built—although in one case he performs the labor, and in the other supplies the materials. His sovereign is born to him, the laws are made for him. In war, his part is not to declare it, nor end it, but to fight, and pay for it. The tax-gatherer tells him how much he must pay; the ecclesiastical authority plans a church he has to build; his spiritual guide prepares a confession of faith all ready for his signature. He is dictated alike how he must obey his king, and how he must worship his God. Now, although there is a sleeping ocean in the bosom of every child that is born into the world, yet if no refreshing, life-giving breeze ever sweeps across its surface, why should it not sleep (on) in dark stagnation forever?”

SOUTHEAST INDIANAPOLIS, Jan. 14, 1882.

Boasting renders one ridiculous in the eyes of others.

An ill natured old man or woman is a pitiable object indeed.

## THE SMITHSONIAN INSTITUTE.

A. W. BRAYTON.

**J**AMES SMITHSON was an Englishman, the son of the Duke of Northumberland. Dying at Genoa, in 1829, he left the United States half a million dollars, which was paid into the treasury December 1838.

The Board of Regents of the Smithsonian Institute met in September, 1846, and in 1857 completed the fine Gothic sandstone building at Washington, at a cost of \$300,000. The Board elected John Henry, of Princeton, Professor of Natural Philosophy of the University of New Jersey, as the Secretary and head of this new source of knowledge for the American people. The publications are of three classes: (1) "The Contributions of Knowledge," consisting of memoirs containing positive additions to science, resting on original research; (2) "The Miscellaneous Collections," of works facilitating the study of branches of natural history, meteorology, chemistry, philosophy, and the like, and which are designed principally to induce individuals to engage in these studies as specialties; (3) "The Annual Reports," which contain translations from works not readily accessible to American students, reports of lectures, extracts from correspondence, and the general history and condition of the Institution. These three classes of publications are presented to learned societies, to libraries of the first class, to colleges, and to reputable students who are properly recommended or known, and who may ask for them in person or by letter.

The National Museum was established in 1842. It contains the collections of the Wilkes Exploring Expedition, the donations to Government from the Philadelphia Exposition, and many other collections. It has its own series of publications, amounting to several octavo volumes. It has been under care of the Smithsonian since 1858. The Army and Navy National Museum on the site of Ford's Theater, where President Lincoln was assassinated.

The three buildings are easy of access, are open to the public and with the National Botanical Gardens and Conservatories

far towards establishing Washington as the headquarters of national science, as well as the main center of Republic Government.

In connection with the Interior Department, which by its publications regarding the natural history, botany, geology, chemistry, and minerology of the West, has made itself famous throughout the scientific world, these institutions have done as much or more to advance the cause of knowledge and development of our national resources, as has been done by private enterprise, colleges, and scientific societies. They constitute a great science school for the nation, irrespective of party, and the benefits of which any citizen may utilize.

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[ONE SYLLABLE]


A D D R E S S .

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BY A. P. EDGARTON,

President of the Board of School Trustees, to the Graduating Class of the Fort Wayne Grammar School, June 9, 1882.

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 HIS day we close for the year the Fort Wayne Free Schools, and we now part with you, the girls, and boys, we are no more to teach. I say girls and boys, for when three score and ten years have come to you, you will be glad to have your friends say, that health and peace of mind have kept your hearts warm; that you wear no brow of gloom; are not borne down with age; but still, in heart, are "girls and boys." When these years come, and I hope they will come to all, the tide of time will roll back and tell you of your school time days, when the Fair, the Kind and the True found love, but the false of heart found no friends, no tongues to praise. These days bring rich gifts to age, and when you shall cease to think of them your fire has burnt low, and your light has gone out. You have been here taught in the hope that the Free Schools of Fort Wayne would help to make you of use to your friends and to the world; would give you faith in all that is good and true, and lead you to seek work; for this you must seek, and do, if you would have a good name, wealth, a home, a charge to keep or a trust to serve.

Go not to sleep this night till you ask your hearts, What is due from me to the world? Where shall I go? What shall I do? What is to be my life? And what is to be its end? To what home will I

bring joy and peace? or shall I bring to it grief and woe? To what good cause can I give aid? What wrong can I crush out? Shall I cling to the true and rise? or will I be bound down with the false and fail? Shall a child rise up and curse me for the wrongs I have taught him, or will he bless me for the good I have done to all?

Poor Joe, in "Bleak House," when death had hold on him, said, "It's time for me to go down where they laid him as was good to me." There are more poor Joes than in "Bleak House," and to whom will they say, "He was good to me?"

Talk to your hearts of these things this night, then make your vows, and say to your heart, "Good night, good rest," and take your sleep made sweet with hope, and rise with the sun's first smile as a new day dawns, and vow once more. Then go forth with a bold, true heart to seek the work for you to do. Keep in mind that the hours to work run through each day; and that God's great law of life is, "In the sweat of thy face shalt thou eat bread."

If those we try to teach in our schools have no brains in their skulls; no warm red blood in their veins; no truth in their hearts, not much good will they do. But you have skulls with brains in them, and good and true hearts or you would not be here. So we hope you will have high aims in all your work to come.

Now for you, young men, this truth is told:

Go where you will through the world, and you will find on the front door of shops and mills; of stores and banks; and on ships, on farms, on roads; at all mines where men dig and bore for wealth; where laws are made for those who pay the best to make one's tax the most; where men of law are taught to plot with sin, to spurn the right, that charge and cost and spoil shall make old "Quirk's" law firms rich; where law is so plead that the judge must guess to find what's law; where quacks most fight o'er sick men's pains and dead men's bones; where types are set, and none to mind the proofs; where priests do preach and pray; and where schools are taught—this sign—

**"BRAINS WILL FIND WORK HERE."**

Don't fear. Step up and ask for work; brains will get it. Don't let "I dare not wait on I would"—like the cat that loves fish but dares not wet her foot.

If it be said, "What can you do? Will you learn a trade?" say, "I have none, but I can learn one and put brains in it." Should it be said, "What do you know now?" what would the end be if you should say, "I can read and write and spell some—and I can sing, and dance, and smoke, and drink, and swear, and ride and blab

with the girls ; and play "kings" and "queens" and "knives" with the boys, and "go in" with "fours," a "full," or a "flush," and win, or with a "pair" and lose ; and then—can write "C. O. D."—Call on Dad—for all my wants."

With this talk what kind of a place do you think you would find ? A place for a boot and a way through the door.

And yet in the streets of Fort Wayne you can find young men who do no kind of work but this, and who have no sense (?) but what they buy at a drug store. Would not a boot well sent change their course at times ?

When you go to a place where brains should hunt for work, and will be sure to find it, it may be said to you, "Do you see that plow ? Can you hold it ? and drive it deep ?" That plow, in its wise use, gives all men food.

Do you see that wheel ? and that crank ? and those shafts ? and that press ? and do you hear the rush and the hiss of the steam which moves them ? Can you make and hold and run them ? Can you build and drive all the works and wheels which make the wealth of the earth, and cause it to roll and to float to and fro, from place to place where it is best for man to use it ? Can you spin the thread, and weave it, which makes robes for kings, and silks for the rich and vain, and dress for the poor ; and all that skill and art have wrought by loom and hand for man's use ?

These things are all shot through with threads of light : The light of mind and art and skill which shines each day more bright and dims all the old by some new found light, as the years go on.

If you say that you do not know how to do all this work, but you will try to learn some of it and to do it well ; then will come the words, "Can you, and will you work ? And will you speak the truth and in all things strive to do no man wrong ? If you say "Yes," then all the door where man's good and great work is done will swing for you to pass in to do your part ; and thus you will see how God rules, in all his ways, in man's good works and deeds. Some may hope for fame, but if they doubt that God rules, have not trust and faith, they well may fear their fate. Now books, not old coins, keep charge of fame. Look well to books, for through them the world's best thoughts and deeds now speak.

To you, too, young girls, I must say a word, not to chide, nor to praise. The first you need not fear from me ; the last you should fear from the world, for you will learn that vice, in its worst forms, is hid in the garb of praise. You can plant the rose which shall bloom

and give its sweets to all; or you can grow the thorn, which shall pierce and tear the hearts of those who love you, hope for you, pray for you.

The turn your minds now take will fix your life to come. If you are led in a just way of pure thought and deed, you will be sure to find joy and peace and health in all you do. But there is a dark path, in which, if you turn to it, you will find no love, no place of rest, no home of peace—naught but woes to your life's end.

That road you will find if you are a fool's wife. It is your work to drive fools out of the world and to make men good and wise. The earth is full of woes from those who knew not how to wed. You all hope, some day, to be a good man's wife. It is well to be thus; but take care that you be not a fool's drudge. A wife who is a slave to a fool has no hope but in his death. I mean by "a fool" a man who does not know how to treat a good wife, and who has no will to work, and who fails to see that God gave this world to those whom this world can trust.

There are girls who are fools as well as boys. Shun both if you do not wish to drive in the dark to where want and vice are found, and death soon comes.

What should you bring to a good and true man to make his, and yours, a home of joy and peace? I can tell you: Good health; a mind rich in stores of thought; a pure heart, full of love and truth, and Trust in God.

It is not a curl, nor a bang, nor a smile, nor a dress, nor art in a sigh or a tear, that can win the worth you need to bless you; but it is the right sense to know the way to a good man's heart; to know how to be true to your own self; to be at your own home and in all you do the girl that pure and good men seek; the girl that knows such men when she meets them, and finds the worth that dwells in them, and does not drive them from her to hear the praise of fools, and thus to make all her life a dream, or a woe.

In all the walks of life good men are found. They own the world and do all its best work. The man with the hard hand of toil can press a heart as true—can lift the babe he loves in a way as soft—and at its smile will kiss its cheek, and at its pain will wet it with a tear—can sing the song that doth please as well—and on strike with his strong arm as quick and sure the blow that makes men free—as Judge, or Priest, or King.

The right choice at first, in all things, is all there is to "Well done" at last. Our words of "Well done," here, we now give you, with the hope that they may help to guard your way to the end of a well spent life.

## EDITORIAL.

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Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

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### OVER-WORK.

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Much is being said by way of criticism of our public schools, about the "over-work" of children. It is urged that the school hours are too long, that the lessons are too difficult, that too much study is required out of school, that too many studies are forced upon the pupils, that teachers are working the life out of the boys and girls for the sake of high per cents.

There is without doubt, in a few places, good reason for some of these complaints, but as a rule the charges are groundless.

To begin with, not one teacher in a hundred has it in his power to over-work a school, let him try as he may. No ordinary teacher can take forty or fifty children and get enough work out of them to do them any injury. No one who has had practical experience with children believes such charges. A child may be injured by being compelled to breathe poisonous air; he may be injured by too long confinement without exercise; he may be injured by being required to study so much at home that he can not take time for necessary exercise and necessary sleep; he may be injured, if of a nervous disposition, by the everlasting fretting and ding-donging of the teacher: in other words, a child may suffer for want of exercise, or want of sleep, or want of pure air to breathe, but almost never from *over-work*. Given pure air in the school-room as well as at home, plenty of exercise, and sufficient sleep, and in ninety-nine cases out of a hundred over-work is an impossibility.

While it is true that there is no ground, or almost no ground for complaint on the score of over-work, there is ground for complaint, and sometimes for censure, on some of these other points. No child in the primary grades should be asked to do *any* work at home, and not more than one lesson out of school should be required below the high school grade.

If children are not burdened with home study, and the air in the school-room is kept pure, they are safe from any mental or bodily injury from school duties.

## HIS OR HER.

There is needed in our language a new pronoun—one of *common* gender. "A word is the sign of an idea," and when a language is complete it contains a "sign" or symbol for each distinct idea. We have in the language many nouns that include both genders, but no singular pronoun to stand for them. To remedy this defect it is necessary to use circumlocution or to employ one word to do double service.

Let the following sentences illustrate :

1. In such cases a *teacher* should exercise *his* own judgment.
2. A *person* is often at a loss to determine what *his* duty is.
3. Every *scholar* who comes to this school is expected to learn *his* lessons.

The above sentences are frequently rendered :

1. In such cases a teacher should exercise *their* own judgment.
2. A person is often at a loss to determine what *their* duty is.
3. Every scholar who comes to this school is expected to learn *their* lessons.

Thus is violated one of the plainest rules of grammar, viz : that the pronoun must agree in person and number with the noun for which it stands.

Others, wishing to avoid the grammatical blunder, and desiring to make the language include the full thought, give the sentence thus :

1. In such cases a teacher should exercise *his* or *her* own judgment.
2. A person is often at a loss to determine what *his* or *her* duty is.
3. Every scholar who comes to this school is expected to learn *his* or *her* lessons.

In single statements like the above the "or her" can be inserted without much offense to the cultivated ear, but it is nevertheless awkward.

To show how this method may become burdensome, take an example from Galatians vi : 3, 4, 5 :

3. For if a man think himself to be something, when he is nothing, he deceiveth himself.
4. But let every man prove his own work, and then shall he have rejoicing in himself alone, and not in another.
5. For every man shall bear his own burden.

It is evident that the word *man* in the above verse is used in its generic sense, including both men and women ; but a person not so *understanding* it would render the thought thus :

3. For if any person think himself or herself to be something, when he or she is nothing, he or she deceiveth himself or herself.

But let every man or woman rejoice in his or her own work,

and then shall he or she have rejoicing in himself or herself alone, and not in another.

5. For every man or woman shall bear his or her own burden.  
Further comment is unnecessary.

According to the highest authorities, and the usage of the best speakers and writers, in all such cases the masculine singular alone should be used: it is used in its generic sense and includes both.

When a preacher says, "Every member of this church must do *his* duty," according to all rules of grammar he includes the lady members just as much as though he should say *his* or *her*.

This is the grammatical rule, and it should be strictly observed until some kind hearted philologist will invent a new pronoun.

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### TEACHERS AND POLITICS.

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The Journal has always maintained its independence of politics, and has urged teachers to do so in regard to matters that relate to the welfare of the schools. The teachers have it in their power to control anything that is right if they will simply stand together. A teacher who does not regard the welfare of the schools above the success of any political party is not worthy of the profession to which he belongs.

Now is the time for teachers to do work to the best advantage for the schools. Every time the Legislature meets an attempt is made to abolish county superintendency, and to harmfully change our school law. Just now, when candidates are being nominated, and while they are making their canvass for election, is the time to get their attention, and to get them committed on the school question. The teachers hold the balance of power in most counties, and they should use it in a good cause.

In all cases where a man has been in the Legislature and proven himself a friend to the schools, teachers should work for his return; then they will run no risk. "Work while it is day."

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### IMPORTANT PETITION.

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A petition to the "General Assembly of Indiana" which will convene in the early months of 1883, is just placed before us. The petition provides that a county institute with an average attendance of twenty-five teachers shall draw \$35 to meet the expenses of said institute; that an institute with an attendance of forty teachers shall draw \$50; and in case there should be an attendance of fifty-five or more, \$100 shall be appropriated towards defraying its expenses.

The fact that the amount granted by law for institute uses is too small to warrant a superintendent in employing the aid he might desire for working up a very high grade of professional usefulness, is only too true. We recognize its truth at the same time that we feel the exceeding care with which the question must be approached. Whether the circular letter, which will be sent to each county in the state through the county superintendent, and the petition which is intended to meet the eye and attention of every senator and representative in the state, is the best way to accomplish the purpose we are not prepared to say. We wish, however, all success to the undertaking.

## QUESTIONS AND ANSWERS.

### STATE BOARD QUESTIONS FOR JULY.

- HISTORY.—I.** What class of topics in history is most important? 10
2. What was the character and issue of the Seminole war, 1835? 10
3. Name five principal generals of the civil war, in the armies of the Confederacy. 5 pts, 2 each.
4. *a* What was the Dred Scott decision, 1857? *b* By whom was it delivered? a, 8; b, 2.
5. *a* Who was the first Republican President? *b* In what year was he inaugurated? 2 pts, 5 each.
6. Who was William Henry Harrison? 10
7. Name the five greatest deceased statesmen of the United States. 5 pts, 2 each.
8. What are the three greatest practical inventions of the last fifty years? 3 pts, 4 off for each error.
9. *a* How was slavery introduced into this country? *b* How was it abolished? a 6; b 4.
10. Why should the children of the public schools have a good knowledge of U. S. History? 10

**NOTE.**—Narratives and descriptions not to exceed six lines.

- READING.—I.** What are the characteristics of a good definition? 20
2. What is the value of teaching pupils to define words by the study of synonyms? 20
3. State the reasons for requiring every pupil to be able to pronounce every word in the sentence or paragraph at sight, before he is called upon to read it. 20

4. What is the general principle by which we determine where the emphasis shall be placed in reading? 20

5. Write a series of questions that would aid the pupil in a mastery of the thought of the following selection : 20

"The stag at eve had drunk his fill,  
Where danced the moon on Monan's rill,  
And deep his midnight lair had made  
In lone Glenartney's hazel shade ;  
But when the sun his beacon red  
Had kindled in Ben Voirlich's head,  
The deep-mouthed bloodhound's heavy bay  
Resounded up the rocky way,  
And faint, from farther distance borne,  
Were heard the charging hoof and horn."

ORTHOGRAPHY.—1. What is the final consonant of a primitive word doubled in forming a derivative word by adding a suffix beginning with a vowel? 10

2. Syllabicate and mark the accent of *superintendent* and *especially*. 2 pts, 5 each.

3. Of what value is the spelling-book as a text-book in schools? 10

4. What advantages arise from a knowledge of the rules for the duplication of consonants? 2 pts, 5 each.

5. Spell the following words (to be pronounced and defined, so far as needful, by the superintendent, after the preceding questions are answered) : *Note, boat, blow, four, foe, door, hautboy, sew, beau, yeoman, juice, neuter, lieu, view, mantuamaker, hue, lynx, busy, foreign.*

GEOGRAPHY.—1. If, with the present inclination of the earth's axis, the great mass of land were south of the equator as far as it is now north, what would be the condition of its inhabitants? 10

2. What is Greenland supposed to be? Why can not this be accurately determined? 2 pts, 5 each.

3. What causes the saltiness of the ocean? 10

4. What portion of the territory of the United States lies north of the Arctic circle? 10

5. What distinguishes a barbarous nation from a civilized one? 10

6. Name the chief difference between the coal fields of Eastern and Western Pennsylvania.

7. From what two States was the District of Columbia originally taken? What was its original area? In what State was the portion originally given by it receded? 3 pts, 3 off for each error.

8. What countries constitute Great Britain? which is the largest? which the smallest?

9. What bodies of water are united by the Suez canal?

2 pts, 5 each.

10.

Country.	North Boundary.	East Boundary.	South Boundary.	West Boundary.	Capital.
Peru.....	.....	.....	.....	.....	.....
Spain.....	.....	.....	.....	.....	.....

10 pts, 1 each.

PHYSIOLOGY.—1. What are the vegetative, and what the animal functions of the body? 2 pts, 5 each.

2. What are the effects of exercise upon the skin, heart, and appetite, respectively? Why? 6 pts, 2 off for each.

3. How many sea-baths can be taken daily with safety? How many fresh-water baths? Give reasons for answers. 3, 3, 4

4. Name five classes of food from which albumen is obtained.

5 pts, 2 each.

5. What is the advantage of keeping meats for some time after the animals are killed? What the disadvantage of keeping them too long? 2 pts, 5 each.

6. Why does the system require more food in winter than in summer? 10

7. What changes in food occur in the intestines? 10

8. Why are the arteries deep-seated, while the veins are so generally superficial? 10

9. As carbonic acid is heavier than air, why does it not collect in such quantities near the ground as to destroy animal life? 10

10. Why does a clot of blood on one side of the brain produce paralysis on the opposite side of the body? 10

THEORY OF TEACHING.—1. What is the Inductive method of teaching? 20

2. What is memory? 20

3. How would you proceed in teaching a pupil to remember? 20

4. To what extent may a spirit of emulation be fostered in a school? 20

5. Upon what should the teacher chiefly rely to secure orderly behavior among the pupils? 20

GRAMMAR.—1. Define a defective verb, and name two. 6, 2, 2.

2. Write a sentence containing a noun in apposition, and give its construction. 5, 5

3. Define a sentence, a paragraph. 5, 5

4. How is the comparative degree formed? the superlative? 5, 5

5. Give three ways of forming the plural of nouns, with an example of each. 2, 2, 2, 1, 1, 2.
6. Analyze: "It took Rome three hundred years to die." 10
7. In the above, parse *Rome, to die, years.* 4, 4, 2.
8. What is synthesis? An adverbial phrase? 5, 5.
9. Decline *thou, which.* 5, 5.
10. Punctuate:—

a wealth of gifts god grants the race of man  
 and each gift has its own peculiar price  
 strength courage wisdom love and loveliness  
 yet one the smiles of god supremely bless  
 the heroic beauty of self sacrifice

- WRITING.—1. How do you teach pupils to hold the pen? 10
2. What is a left curve in writing? 10
  3. Write the ten digits as you would teach your pupils to make them. 10
  4. At what age or in what grade would you introduce writing with pen and ink? 5, 5.
  5. How may more than one writing class be conducted at the same time in an ungraded school? 10
  6. Write the following lines as a specimen of your hand-writing:

"The splendor falls on castle walls,  
 And snowy summits old in story;  
 The long light shakes across the lakes,  
 And the wild cataract leaps in glory." 1 to 50.

- ARITHMETIC.—1.  $\frac{1}{4}$  of the crop on a farm was wheat,  $\frac{3}{14}$  rye,  $\frac{1}{7}$  oats,  $\frac{3}{28}$  barley, and the remainder, 400 bushels, corn; what was the whole crop? proc. 5; ans. 5.
2. The difference between two numbers is 300, their sum 2100; what are the numbers? proc. 5; ans. 5.
  3. Demonstrate that dividing both terms of a fraction by the same number does not change its value. proc. 5; ans. 5.
  4. Divide .333 by .0777, and prove your work. proc. 5; ans. 5.
  5. At 23.2 cents to the shilling, what are £1050 6s worth? proc. 5; ans. 5.
  6. A travels  $5\frac{1}{2}$  hours at the rate of 6 miles an hour, B then follows in the same direction, traveling at the rate of 9 miles an hour; when will B overtake A? proc. 5; ans. 5.
  7. If a ditch 1,050 ft. long, 4 ft. wide and 2 ft. deep, cost \$210, what will a ditch 1,500 ft. long, 5 ft. wide and 3 ft. deep cost? proc. 5; ans. 5.
  8. I bought goods in Europe, paid 30% duties, a commission of 20% upon duties and cost, 10% for freight, and sold them at \$10 per

yard, making 34% on the original cost. What was the original cost?  
proc. 5, ans. 5.

9. Find the surface of a cube which contains 8 times the volume of a cube whose edge is 1-7 of a foot. proc. 5; ans. 5.

10. What is the capacity of a cylinder 20 ft. long, whose radius is 2 ft? proc. 5; ans. 5.

### ANSWERS TO STATE BOARD QUESTIONS FOR AUGUST.

**GEOGRAPHY.**—1. In the southwestern part. The northeastern part is an extensive low plain.

2. Kamtschatka, Corea.

3. The surface of Australia consists of a wide and moderately elevated plateau, surrounded by highlands. The highest mountain chains extend along the eastern coast; a series of lower elevations is on the western coast. The Australian Alps, in Victoria, and Blue Mountains and the Liverpool and New England ranges, further north, are the principal chains. Little is known of the surface of New Guinea, as the interior has never been explored. The Snowy Mountains extend through the central part.

4. A canon is a deep ravine or gulch between steep banks, worn by water courses. An immense mass of snow and ice, formed in the region of perpetual snow, and moving slowly down the mountain slopes or valleys. An estuary is an open mouth of a river, resembling a bay, where the tide meets the current. A delta is a tract of low and level land, included between the mouths of rivers. A peninsula is a portion of land nearly surrounded by water.

5. The States, with their capitals, bordering the Mississippi, are as follows:

<i>States.</i> —Mississippi,	<i>Capitals.</i> —Jackson,
Arkansas,	Little Rock,
Tennessee,	Nashville,
Missouri,	Jefferson City,
Illinois,	Springfield,
Iowa,	Des Moines,
Wisconsin,	Madison,
Minnesota,	St. Paul.

6. Newfoundland, Anticosti, Prince Edward, and Cape Breton.

7. Penobscot, Potomac, Cape Fear, Savannah, St. Johns.

8. Guatemala, capital Guatemala; San Salvador, capital San Salvador; Honduras, capital Comayagua; Nicaragua, capital Managua; Costa Rica, capital San Jose.

9. The general atmospheric and marine currents, the differing power of land and water to absorb and radiate heat, and the altitude of surface, are the principal causes which determine the climate of a place. The greater part would be a barren desert.

10. The trade-wind is here deprived of its vapor by the Plateau of Anahuac.

**PENMANSHIP.**—1. Principles, in penmanship, are lines of a certain and established form, by combinations of which letters are formed.

2. (a) To simplify the forms of letters. (b) To teach both mind and muscle the simplified form. (c) To educate the taste.

3. By analysis.

4. The loop letters *b, f, g, h, j, k, l, z, y*. The letter composed of the *first* and *second* principles is *w*.

5. Analysis: The parts of *a* are left curve, fourth and first principles. The parts of the letter *m* are second and third principles. The parts of *h* are the fifth and third principles, joined in a point at the base-line. The letter *q* is composed of the third and sixth principles. The parts of *g* are left curve, fourth principle, slanting straight line, lower turn, and left curve.

**READING.**—1. The Alphabetic method consists in learning the letters of the Alphabet individually, in indicating and naming them in words or syllables, and in uttering the words or syllables in which the letters learned are found. The correct pronunciation of the words is learned by imitation of the teacher and by association of their forms with their sounds as thus learned.

The Phonic method, instead of teaching the sounds of words as wholes, teaches the individual sounds of which they are composed (omitting silent letters when words of that class are reached), and, combining these sounds into words, utters the words as combinations of known sounds. By the Word-Phonic method the pupil begins with known words (that he may have an *idea* to work upon); next learns the *form* of these, usually associated with a pictorial representation, (that the memory may be assisted through sight); and finally learns the *sound* represented by the given form (that the memory may be assisted through hearing)—and thus, by association, he is trained from the idea, its form-symbol, and its sound-symbol, into its use in speech. The training is essentially completed when the pupil can readily group the various ideas of words into thoughts.

2. A pupil can be said to have mastered the words of a paragraph when he (1) recognizes the words readily by sight; (2) can pronounce them accurately and fluently; (3) knows their general and associated

meaning; (4) has entered into the feeling or sentiment of the author; (5) can explain the punctuation used; and (6) can explain the language in his own words.

Such mastery can be secured (1) by confining the pupil to such reading as is or may be readily comprehended; (2) by limiting the amount of reading to so much as can be thoroughly mastered in the time allotted for the study; (3) by frequent and accurate drills in articulation, and pronunciation at sight; (4) by drills upon definitions and the construction of sentences containing the words defined; (5) by requiring accuracy in the use of language in answers and in explanation of the contents of the paragraph.

3. No person can express correctly that sentence which he does not understand, because correct expression requires proper modulation, inflection, and emphasis, and correct changes in these are only made in accordance with knowledge of the thought.

In order to secure comprehension of the thought on the part of primary readers, the teacher may require that the substance of a sentence be given without an oral reading of it, that the pupils call words at sight and tell something about them, and they read naturally and easily. Both interest and comprehension can be given a lesson by a short conversation about it, or by relating some incident that will throw light upon it.

4. Whenever special force or strength is given to a word or group of words, thereby making prominent the idea or thought expressed, the expression is said to be *emphasized*. Emphasis may be made by elevating the tone abruptly on a single expression, or gradually on a series (Ex. "I did *not* say so," "I answer *never*, NEVER, NEVER!); by lowering the tone similarly to the preceding; by an abrupt pause, etc.

5. "Gentlemen of the jury! I appeal to your sense of right."  
"Will you go to-morrow?"

ORTHOGRAPHY.—1. *ā, ä, a, ē, ĭ; b, d, th; p, t.*

2. The union of two vowels in a syllable, both of them being sounded, is termed a diphthong. Ex. *boil*.

3. *Th* may be either a sub-vocal or an aspirate. Ex. *thine, thin*.

4. Authorities differ as to the number of distinct sounds represented by the letter *u*. Fenna's elocution gives *three, use, up, urn*; McGuffey's Reader gives *two, tube, cube*; Webster's Dictionary gives *five, cube, cup, rude, pull, urge*.

5. *Sken* or *skan*, *lît*, *lonesum*, *ned*, *flem*.

THEORY OF TEACHING.—1. The necessity for daily preparation by the teacher exists in the fact that thus only can he have clearly in mind all the points in the lesson and be prepared to illustrate and amplify by collateral matters not found in the text-book. When Dr.

Arnold was asked why he, after a life of school-room work, made daily preparation, he answered, "I prefer that the boys shall drink from a running stream rather than from a stagnant pool."

2. You can teach habits of neatness (*a*) by personal example; (*b*) by keeping the school-room and premises in a cleanly, tidy condition; (*c*) by precept.

3. You can teach habits of industry by so planning your work that the children will be kept busy. To do this is one of the most difficult tasks of the teacher.

4. Written outlines assist in directing the study to the essential features of a subject. They also make it necessary for a child to study the *subject* rather than the *book*.

5. To teach thrift and economy to pupils is not essentially a school topic; it belongs rather to the parent. Josh Billings said that a good way to teach a child morals was to do that way some times yourself. The same direction will apply in this case. The most the teacher can do is to give good advice and illustrate by impersonal examples.

W. A. B.

PHYSIOLOGY.—4. The vegetate means to simply grow as plants. Those functions of the body that have to do simply with its growth are termed *vegetative*.

5. Iron exists in the blood-cells, and may have some subsidiary office in the preparation of the higher tissues, or serve a purpose as a carrier of oxygen.

6. Assimilation is the conversion of food into the various tissues of the body. Some physiologists limit it to the last process—the change of blood to the various parts of the body.

9. The habitual use of alcohol stimulates the nervous system unnaturally, so that after a time it will not perform its functions without the stimulus, and finally it becomes diseased and will not perform its functions at all.

W. A. B.

GRAMMAR.—I. "At midnight in his guarded tent, the Turk was dreaming of the hour," is a simple declarative sentence; subject, *Turk*; predicate, *was dreaming*. The subject is modified by the article *the*; the predicate consists of *was*, the copula, and *dreaming*, the attribute, modified by the adverbial phrase, *at midnight in his guarded tent*, and *of the hour*. The first phrase contains *at*, the connective, and *midnight*, its object; the second, *in*, the connective, and *tent*, the object, modified by *his* and *guarded*, objective elements of the first class; the third, *of*, the connective, and *hour*, its object, modified by *the*.

10. Cast forth thy act, thy word, into the ever-living, ever-working universe. It is a seed-grain that can not die; unnoticed to-day,

it will be found flourishing as a banyan grove, perhaps, alas! as a hemlock forest, after a thousand years.

ARITHMETIC.—1. *a* The two numbers compared. *b* The first term is the antecedent, and the second is the consequent.

2. The G. C. D. is the largest number that will divide two or more other numbers without remainders. The L. C. M. is the smallest number that can be divided by two or more numbers without remainders. The distinction, therefore, is that the first is a measure of, and the latter is measured by two or more numbers.

3.  $[(9 \times 75) + (7 \times 65) + (10 \times 69)] \div 26 = 70$ . Ans. \$70.

4. *a*  $\frac{2}{3}$  of  $\frac{3}{4}$  of  $9\frac{1}{2} = 4\frac{3}{4}$ .

*b*  $5 - 4\frac{3}{4} = \frac{1}{4}$ . Ans.  $\frac{1}{4}$ .

5. *a*  $714 - .714 = 713.286$ .

*b*  $34 - .034 = 33.966$ .

*c*  $.25$  of  $6 = 1.5$ .

*d*  $33.966 \times 1.5 = 50.949$ .

*e*  $713.286 \div 50.949 = 14$ . Ans. 14.

6. *a* As the sun has gained upon the clock the vessel has sailed eastward. *b* As 4 min. in time equal a degree, the ship had sailed  $12 \div 4'$ , that is 3 degrees.

7. *a* 1 hr. 38 min. = 98 min. *b*  $8.7 \text{ l.} \times 98 = 852.6 \text{ l.} = 8 \text{ h. l. } 5 \text{ d. l. } 6.2 \text{ l.}$

8.  $17.4 : 11.5 :: 63.7 : 42.1 + .$

9. As the rate of income to be realized is 150% of the rate of interest on the security, the par value of the security must be 150% of value paid, therefore 100% par value is  $\frac{150}{100}$  of the value paid, and the value paid is  $66\frac{2}{3}$  of the par value, which is the ans. required.

10.  $\sqrt[3]{42875} \text{ c. ft.} = 35 \text{ ft.}$

## MISCELLANY.

The wages for teachers in Porter county have been reduced this year to \$25 per month and upwards to \$35. Many of the teachers have gone or accepted other avocations.—*Ex.*

CRAWFORDSVILLE.—The catalogue with rules and regulations and report of the Crawfordsville schools for 1882-3 is at hand. It is gotten up in excellent taste. These schools are prospering under the superintendency of W. T. Fry.

WARSAW.—The annual report of the Warsaw schools, John P. Mather, Supt., contains valuable information to any one interested in the schools. It contains the names of the pupils with the days present and times tardy attached.

### INTERESTING DATES OF FIRST OCCURRENCES.

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The Howe was the first complete sewing machine. It was patented by Elias Howe, Jr., in 1846.

Post offices were first established 1464.

Printed musical notes were first used in 1473.

The first watches were made at Nuremberg in 1477.

The first printing press was set up at Copenhagen in 1493.

Durer gave the prophecy of future wood engraving in 1527.

Jergens set the spinning wheel in motion in 1530.

Modern needles first came into use in 1545.

The first knives were used in England, and the first wheeled carriages in France, in 1559.

Religious liberty was granted to the Huguenots in France in 1562, and was followed by the massacre of St. Bartholomew in 1572.

The first printing press in the United States was introduced in 1629.

The first air pump was made in 1650.

The copper cent was coined in New Haven in 1687.

The first steam engine on this continent came from England in 1753.

The first balloon ascent was made in 1783.

The first steamboat plied the Hudson in 1807.

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TOUCH IT NOT.—Touch the goblet no more ;  
 It will make thy heart sore  
 To its very core !  
 Its perfume is the breath  
 Of the Angel of Death,  
 And the light that within it lies  
 Is the flash of his evil eyes.  
 Beware ! O, beware !  
 For sickness, sorrow and care  
 All are there !

[*Longfellow's Golden Legend.*]

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### COUNTY INSTITUTES.

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DUBOIS COUNTY.—The Dubois County Institute convened at the court-house in Jasper, July 24th. The principal workers were W. H. L. Sanders, of New Albany, and Mr. Clarke, of Huntingburgh. The outlines furnished by the State Board of Education were closely followed ; and it is believed that the instruction given will be of lasting value, particularly the exercises in English Grammar, by Professor

Sanders. Special lessons were given on Chemistry, Anatomy of the Eye, Hygiene of the Eye, and Civil Government. Monday evening was devoted to select reading, and to a "prize spelling," in which J. M. Pleasant won the prize. Tuesday evening was occupied in discussing the tariff question. Wednesday evening Prof. Sanders gave a lesson on Political Parties. Thursday evening Rev. Aaron Turner, of Vincennes, lectured on The Boys of the Bible. County Supt. Fuller, of Warrick county, was with us on Friday. \* \* \*

PUTNAM COUNTY.—The Institute in this county was considered by those in attendance an eminent success. Eli F. Brown, of the State Normal School, was present the entire week, to the great delight and profit of all in attendance. His lecture on Tuesday evening on "The Growth of a World," was one of the most interesting features of the week. Geo. P. Brown was present on Wednesday. Supt. Bloss did great good on Thursday by some very practical work, and on the same evening by a very weighty lecture on "The Importance of Education." *Three hundred* teachers were in attendance. \* \* \*

GIBSON COUNTY.—The Gibson County Institute convened at the high school building at Patoka on the morning of the 24th ult., and was called to order by County Supt. H. S. Yeager. The instructors during the week were Miss Callie Vineyard, Chas. Stillwell, W. T. Lucas, L. L. L. Hanks, J. W. De Priest, and S. P. McCrea. The average attendance of regular teachers was 156. The week, throughout, was an enjoyable one to all present. All join in saying that the institute just closed was the most successful ever held in the county, for which our worthy Supt., H. A. Yeager, deserves much credit. W. T. LUCAS.

## P E R S O N A L .

A. W. Butler is engaged for a second year at Newbury.

J. L. Mount will have the schools at Selvin the coming year.

John W. Perrin has the principalship of the Newport schools.

W. M. Craig will continue in charge of the Rockville schools.

Z. T. Emerson has been secured to take the Boonville schools for the second year.

A. C. Crouch, formerly of Newbury, will take the Petersburg schools this year.

J. P. Funk, in September, will begin his ninth year as principal of the Corydon schools.

B. J. Bogue, of the Mishawaka high school, has been appointed Supt. of the Lagrange schools.

W. W. Grant, principal of the Indianapolis High School, was re-elected at an advanced salary.

Lewis H. Jones, principal of the Indianapolis Training School, has had his salary advanced to \$2,000.

J. W. Holcomb was nominated by the Democratic convention as candidate for State Superintendent.

C. A. Fyke, formerly of Butler, has engaged to take the superintendency of the Hicksville schools.

S. L. Major, former Supt. of Shelby county, will take charge of the Boggstown schools the coming year.

Mrs. R. A. Moffett has been again elected principal of the Rushville high school, at an increased salary.

John M. Bloss, the present incumbent, has been re-nominated for Superintendent of Public Instruction by the Republican convention.

Mary Hadley, who has been in Kansas for two years past, has returned to Parke county. She will take the Bloomingdale public schools.

W. H. Fertich, Supt. of the Mishawaka schools, has been doing institute work in different parts of the state. His work is well received.

Geo. F. Bass, supervising principal of the Third District school, Indianapolis, did some efficient institute work in Bartholomew Co. in August.

J. Lemon Shauck, Supt. of Rush county, at the close of his Institute, was the recipient of a heavy gold watch chain—a gift from his teachers.

J. Fraise Richards, who for the past year has been connected with the Normal School at Mitchell, Ind., will return next year to Mansfield, Ohio.

Harvey Lucas, of Ogden, Henry county, has accepted the principalship of the Morgantown (Ky.) Seminary and Normal School for the coming year.

Lieut. W. R. Hamilton, formerly of Greencastle, will give instruction in the new department of Civil Engineering at Purdue, opened the coming year for the first time.

W. C. Latta, late of Michigan University, has been elected at Purdue University as *instructor*, to fill the chair of Agriculture and Horticulture, vacated by Prof. Ingersoll.

J. W. Caldwell, for many years Supt. of the Seymour schools, and well and favorably known as a public school man, has been elected to a professorship in Moore's Hill College.

O. F. Fitch is now spending some time in Indianapolis with a big telescope. The instrument is over 13 feet long; its object-glass is  $9\frac{1}{4}$  inches, and it magnifies from 100 to 800 times.

David Graham, for the past thirteen years Supt. of the Rushville schools, is erecting for himself a building in which to open a private school. The Journal wishes him the highest success.

Cyrus W. Hodgins, for many years connected with the State Normal School, has been elected Supt. of the Rushville schools—salary \$1400. Mr. Hodgins is one of the best school men in the state.

Prof. E. E. Smith, of Purdue University, has been employed to give a series of lectures, during the winter, to the students of the Union Business College, of La Fayette, Ind., on Practical Physiology and Anatomy.

C. W. Clifton, who was for a number of years a teacher in this state, but for the past two years engaged in the insurance business in Illinois, has recently returned to Indianapolis as state agent for the Ætna Life Insurance Co. His card is on another page.

D. W. Dennis has engaged to take the Bloomingdale Academy. He will be assisted by his wife and Miss Mary Trueblood, both graduates of the State Normal School. The Academy has bright prospects; about \$5,000 have already been pledged toward erecting a new brick building.

Supt. W. H. Caulkins has started for his county, to run 7 months, a small 8-page paper, termed *The Township Institute*. A prominent feature is a monthly programme, with such outlines and explanations as may be deemed necessary. It will also contain brief reports of institutes, practical suggestions as to school management, and school news of Tippecanoe county.

Prof. A. C. Goodwin, who has so ably and efficiently filled the position of superintendent in Clark county for a number of years past, has accepted a position as principal of the public schools in Owensboro, Ky. Prof. Goodwin will carry with him the best wishes of a large circle of friends, especially among those engaged in the cause of education, who best appreciate his worth as an educator.

Irvin Stanley has been engaged as Supt. of the Carmel schools for his third year. He has also received an appointment by the Government to go on the Transit of Venus Expedition, which leaves Washington about September 1st, going via Liverpool, England, to

Patagonia, South America. Mr. S. went on the Transit of Venus Expedition which went to Kergueland Island, about half-way between Cape of Good Hope and Australia, during the year 1874.

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### GEMS OF THOUGHT.

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Seven cities warr'd for Homer being dead ;  
Who living had no roofe to shroud his head.

[Thos. Heywood.]

Glories, like glow-worms, afar off shine bright,  
But looked too near have neither heat nor light.

[John Webster.]

Dare to be true, nothing can need a lie ;  
A fault which needs it most grows two thereby.

[George Herbert.]

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.--*Bacon.*

Who steals my purse, steals trash ; 'tis something, nothing ;  
'T was mine, 't is his, and has been slave to thousands ;  
But he that filches from me my good name,  
Robs me of that which not enriches him,  
And makes me poor indeed.

[Shakespeare.]

He is the freeman whom the truth makes free.

[Cowper.]

Absence of occupation is not rest,  
A mind quite vacant is a mind distressed.

[Cowper.]

Put your trust in God ; but mind to keep your powder dry.

[Cromwell.]

Orthodoxy is my doxy ; Heterodoxy is another man's doxy.

[Bishop Warberton.]

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### INSTITUTES TO BE HELD.

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Sept. 11—Pulaski county, Winamac. W. E. Netherton.

" 18 Greene county, Bloomfield. S. W. Axtell.

" 25 Harrison county, Corydon. D. F. Lemmon.

" Washington county, Salem. John A. Beck.

Oct. 9—La Grange county, La Grange. E. G. Machan.

" 30 Starke county, Knox. G. A. Netherton.

Nov. 6—Fulton county, Rochester. W. J. Williams.

" De Kalb county, Waterloo. Jas. A. Barnes.

" 20—Steuben county, Angola. Cyrus Cline.

Dec. 26—Whitley county, Columbia City. Jos. W. Adair.

" Delaware county, Muncie. A. W. Clancey.

## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

SCIENCE ARTICLES OF ESPECIAL USE TO TEACHERS IN THE AUGUST MONTHLIES.

*Popular Science Monthly*.—(1) An illustrated article about Elephants, by Dr. Andrew Wilson. Twenty pages. Full natural history of both the African and Indian elephant, as well as of extinct species. (2) The Chemistry of Sugar, by Prof. H. W. Wiley, of Purdue. Six pages. All about the cane, grape, milk, and starch sugar. A plainly stated and excellent article. (3) My Spider. A lively eight page study of the daily life of a pet spider. Of interest to the natural history teacher and classes.

*American Naturalist*.—(1) Development of the Tree Toad, by Mary Hinckley. Three pages and a charming plate. Shows that the eggs are laid on grass leaves along the edge of the water. Hatch in 48 hours. Hind legs in three weeks. Take to the woods in July. Sing until October. Go to bed in the moss until the following May. (2) An article by Dr. Forbes, of Illinois, on the entomostroca (cyclops, etc.,) of Lake Michigan. (3) The usual science chat on natural history topics.

*Century Magazine*.—(1) The American Museum of Natural History in New York City. Thirteen pages and 26 illustrations. A sprightly article. (2) A Snow Storm. John Burroughs. A three page sketch, in his inimitable, facetious and entrancing style. Should be laid away for a winter morning reading.

*Harpers' Magazine*.—(1) The First Americans, by Thomas Wentworth Higginson, is a popular, pleasant, and finely illustrated paper on early Indian and Mound Builders' history. Of unusual interest to teachers of Aboriginal History.

THE TEACHER'S LIBRARY FOR SCIENTIFIC REFERENCE.

Every teacher of Grammar and High School classics needs a few convenient books of reference and classification in natural science. I have been so often asked by teachers to recommend such books that I have given a list of those I regard as sufficiently cheap and comprehensive to meet the teacher's needs, and which may also be put in the hands of advanced students for reference and study.

1. *Geology*, Leconte's; Appleton & Co. \$3.00.
2. *Chemistry* Elliot & Storer; Appleton & Co. \$1.25.
3. *Physics*, Avery.
4. *Astronomy*, Simon Newcomb; Henry Holt & Co., N. Y. \$2.50.
5. *Botany*, C. E. Bessey; Henry Holt & Co., N. Y. \$2.75.
6. *Zoology*, A. S. Packard, Jr.; Henry Holt & Co., N. Y. \$3.00.
7. *Physiology*, H. Newell Martin; H. Holt & Co., N. Y. \$2.75.

(The four last are in the American Scientific Series. They are 600 page octavos, profusely illustrated, large type. They are compendious. H. Holt & Co. send this series at half rates to teachers for examination, on receipt of price.)

8. *The Microscope and its Revelations*, by W. B. Carpenter; Presley Blakiston, Phila. \$5.00. 900 pages, 500 wood cuts, 25 plates. The *vade mecum* of the microscopist, and an invaluable book for the naturalist.

Of course Gray's Manual and Lessons is *the* book on *analytical* botany, and there is no substitute for Dr. Jordan's Manual of the Vertebrates.

*Essays on the Floating Matter in the Air in its Relations to Putrefaction and Infection*, by John Tyndall, is a collection of essays gleaned mainly from the same author's "Fragments of Science," "Hours in the Alps," and his contributions to the proceedings of various learned societies. It is especially welcome to biologists at the present time, as it contains an account of the various methods by which Pasteur, Koch, Bastion, Tyndall and others have attempted to demonstrate the germ theory of the contagious diseases. The chapter on "Fermentation" should be read by every chemical and biological teacher. Chemist and physicist will find instruction here as well as medical men and biologists.

Appleton & Co., New York. \$1.50.

Dr. W. K. Brooks, Ph. D., director of the Chesapeake Zoological Laboratory of the Johns Hopkins University, has issued a hand-book of Invertebrate Zoology for laboratories after the general manner of treatment of Huxley and Martin's Biology. There are 202 outline figures illustrative of the life-history of amœba, vorticella, starfish, sea urchin, earthworm, leech, crab, lobster, cyclops, grasshopper, bivalve and squirrel. Dr. Brooks was a Penikese student under Agassiz; he is the first who traced the growth of the American oyster; he is eminently competent, and has added to natural history a valuable manual. It has 400 pages 8vo, and is published at \$3.00, by S. E. Cassino, of Boston.

*Knowledge*, is the name of a new weekly illustrated magazine of science, edited and published by the well known astronomer and lecturer, Richard A. Proctor. It is chiefly occupied with lively, short articles upon the topics which at the time possess the most interest. The old prejudice against popular science is giving way. Science, with such journals as "Nature," "American Naturalist," "Scientific American," "Popular Science Monthly," "Science Gossip," and the like, will soon cease to be a sacred thing, but will have its laity as well as its priests.

## BOOK TABLE.

*Preparatory Book of German Prose.* By Herman B. Boisen, A. M. Boston: Ginn, Heath & Co.

This book consists of a selection of German prose, arranged in such a wise way that while there is a judicious gradation of difficulties there is also a gradual gain in strength on the part of the true student. This book is compiled by Herman B. Boisen, late professor in the Indiana State University, well and favorably known to Indiana teachers, through work in institutes. It belongs in a series of books on modern languages known as the "Martha Vineyard Series of Text-Books."

*A First Latin Book, with Notes and a Lexicon.* By Geo. Stuart, A. M., Prof. of Latin, Central High School, Philadelphia. Philadelphia: Eldredge & Bro.

This is a small book, but very complete. In 167 pages the beginner is taken thoroughly through all the declensions and conjugations both regular and irregular; he is introduced and can become familiar with all the rules of syntax through translations from Latin into English as well as from English into Latin; the different uses of the subjunctive are treated both by illustrations and translations, while the supine, gerund and gerundive are not slighted by any means, and all this, as was said before, in the space of 167 clearly printed pages. This First Latin Book is followed by a Grammar and Reader by the same author, thus completing the well and favorably known Chase & Stuart Latin Series.

The *Reader* contains selections a little different from those found usually in Latin Readers. There are collected here fifteen legends of the heroic age; seven biographical sketches of distinguished Romans; three of the colloquies of Erasmus; four of the fables of Phædrius, and the life of Atticus, from Cornelius Nepos. The references are to Chase & Stuart's Grammar. The vocabulary which accompanies the Reader is quite complete, and has received in its preparation great care on the part of the authors. These books will repay the careful attention of all teachers of Latin.

*Mental Philosophy.* By Asa Mahan, D. D., LL. D. Chicago: S. C. Griggs & Co.

This book is specially prepared for Academies and High Schools. The writer claims that those in common use are not adapted to classes outside of the college course, either in size or substance. The work under consideration furnishes a clear elucidation of the whole subject in so concise a form that the mind of the pupil is not over-burdened nor his power of concentration weakened. The whole field of mental science, the Intellect, the Sensibility, and the

**Will is very ably treated. Mr. Mahan is a teacher of thirty years' experience, and embodies in these pages the best manner of presenting these dry subjects to a class of pupils.**

*Eclectic Manual of Phonography.* By Elias Longley. Cincinnati:  
Robert Clarke & Co. •

This is a book of convenient size, and without the unnecessary discussions upon points relating to language and its representation. It proceeds upon a progressive plan, and claims to develop the two new features demanded by the spirit of the age in writing; viz., *Speed in execution, System in orthography*. This book is a complete guide to the acquisition of short-hand, either with or without a master.

## BUSINESS NOTICES.

**We want very much a few more Feb. Nos., '82, and as many May Nos., '82, as we can get. Any one who will return to us, in good condition, will have his time extended one month for each Journal sent.**

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Attention is called to the advertisement on another page of the Dixon Crucible Co. This is one of the largest manufacturing companies of pencils in the world, and their pencils are among the best made. See the advertisement, and try the Dixon pencil.

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The next term of Purdue University will open Thursday, Sept. 7th, and the 5th and 6th will be devoted to the examination of applicants. The University will have the coming year three regular industrial courses, viz: Agricultural, Mechanical, and Industrial Art—the latter including clay-modeling, wood-carving, and designing. There will be no change in the policy of the institution on the Greek fraternity question, the opinion of the Supreme Court being in harmony with the present regulations.

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and Oregon.**

**Ancient Castle.**  
See above picture, and name of the 24 parts in  
Webster, page 203,—showing the value of  
**Defining by Illustrations.**  
The pictures in Webster under the 12 words  
**Beef, Boiler, Castle, Column, Eye, Horse,  
Moldings, Phrenology, Ravelin, Ships,**  
(pages 1184 and 1219) **Steam engine, Tim-  
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[9-11]

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## \*THE PRIMARY READING LESSON AND ITS STEPS.

S. C. FULMER.

**I**N our day has come the fulfillment of the wise man's prediction, "Of making many books there is no end;" and had he lived during these times, papers would doubtless have been added. This great flood of reading matter must have an influence for good or for bad. There is no neutral ground, and every one—for every one reads more or less extensively—is elevated or lowered by the literature he reads. If he does not read, he must, in this day and age of the world, come in contact with those who do. He can not miss the effects. If this be true, how very true it is of children. Their minds are young and plastic, and they are forming their ideals of future life and action mainly from what they read; ideals which are to be the guide-boards of their lives, and the goals toward which they will ever be striving. How important, then, that these conceptions be good ones. One of the great aids in forming right thoughts is good literature. We, as yet, have scarcely been able to appreciate or to estimate the value of a love for good literature.

We hear much upon intemperance and the follies and vices of city life. The people have long been awake to these evils, and

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\* Graduating Exercise at the State Normal, read June 16, 1882.

have been trying to protect their little ones from falling under such influences; but the majority are not fully awake to the pernicious effects of reading bad literature. The children are left to choose and to read almost any book or paper that may come under their notice. The evil results of this are far more injurious, permanent, and wide-reaching than those of intemperance; and yet the noxious stuff is given a place in many of our best homes, and placed in the hands of some of our brightest boys and girls. It fills their minds with false ideas of heroism, of home, and of life; and will help to fill our poor-houses, jails, and prisons. The children have the right to be fortified against these, by being taught how to protect themselves when not under the teacher's or parent's care. This evil, which is far less easily cured than intemperance, must be met; and this right must be heeded. The only possible way is to instil in the minds of the people a love for good literature. This must be done with the children; for the people of to-day are beyond our reach, and we must work for those of the future through the children of the present. The best place to do this is in the school-room and in the reading class.

Other, then, than the general purpose of teaching reading in the common schools, is this higher and nobler end, leading the children to form a love for good literature. This is especially important in teaching primary reading; for, "The way the twig is bent, the tree will incline," and children will commence to form their notions of life very early. If this work is well begun with the primary pupils, it can be easily carried on and perfected in the higher grades.

The question now arises, by what means can the teacher secure this result? The answer evidently must be that the principal means is presenting to the children models of literature. But what is model literature to the child's mind, or what are the characteristics of good reading lessons for primary pupils?

First, they must have those properties which are common to all good reading lessons; the thought must be good, true, and beautiful; and the style of expression must be good and beautiful. The language used must be pure and correct English, and

it must be put in the form of the beautiful. Both these points have been frequently over-looked in the preparation of reading lessons for children ; but we can not place too strong an estimate upon their importance, when we remember the purpose set before us in the reading work. They are conditional to the ends which we seek.

Second, the reading lessons for little children have certain peculiarities and attributes which are distinctly their own. This arises from the purpose in view, and from the condition of the child's mind.

The matter of the lesson should be such that the child can verify it by his experience. The subject treated of should come within the range of his knowledge ; and the truth presented, within his ability to comprehend. The events related must be of such a nature that he can imagine himself taking a part in them. In general, the lesson should be so worded as to represent him as actually engaged in the events narrated.

The lesson should be cumulative, that is, each lesson must grow in interest from its beginning to its close ; and, in general, the series of lessons should be cumulative.

They should also be suggestive, that is, they should lead the mind by the exercise of the imagination and reason to form new pictures and to obtain new thoughts which are not actually expressed, but implied. This is a very important point ; for it gives the child an interest in the lesson, and without an interest on his part the teacher's work is fruitless. There is nothing that interests the child so much as to exercise his powers ; and especially does he love to imagine and to infer. At the same time, the mind is being lead from its presentative stage towards its higher and more thoughtful activity.

The lessons should consist of short articles. The children soon tire of long ones. It is their nature to be changing from one thing to another, without continuing very long at any one. If the lesson is divided, they lose the connection, and it becomes necessary to repeat. This is repulsive to the child ; it makes the lesson stale and wearisome to him. Thus it appears that the best reading lessons for children must be in the form of short articles,

each complete in itself and containing all that is necessary for the accomplishment of its purpose.

Each one should have a definite aim. This will vary with the different lessons; but in general, it is to impart information or to teach some æsthetic or ethical truth. No lesson can be called good without this definite aim; and no good lesson will contain any one of these exclusively, but combine them. Every lesson should teach the beautiful in thought and in language.

The qualities which have been mentioned should be found more or less characteristic of each and all the lessons in primary readers.

But there are some things to be considered in a primary reading lesson, other than the reading matter. There are parts which are used as means for the accomplishing of the purpose set before us in the reading matter proper, and, at the same time, are complete in themselves as a means of securing certain educational ends.

But what are these parts?

First, primary reading lessons should be amply illustrated by means of pictures. It is not desirable to have a picture for every lesson, as the child should be led at times to use his imagination and fancy in supplying it. The pictures should always be of the very best. They should be works of art; and constitute one great means by which the pupils may be led to form a love for the beautiful. They give interest to the lesson, and are aids in interpreting its thought. In order that they may secure these purposes, they should be very distinct and simple. The active imagination of the child should be given the pleasure of filling in the details. He should be able to get from the picture the principal thought of the lesson.

Second, the mastery of the new and difficult words which are introduced. This, as well as the previous step, appeals to the law of activity and to the law of curiosity; hence it can be made an interesting as well as a necessary step to the interpretation of the thought of the lesson.

Each of these steps results directly in the acquiring of certain knowledge and skill that is of great practical and educational value.

The picture, if properly employed, becomes an important means of cultivating the accuracy and minuteness of sight; of correcting and improving the child's mode of expression; and of giving him skill in copying and filling it out in accordance with the lesson.

The word-lesson will aid in the cultivation of the voice and of the hearing; improve the orthography; enlarge the vocabulary; and assist in preparing the child to use that book next in importance to the Bible, the Dictionary. Thus we see that these two steps, while being used as means, directly secure many important results.

All parts of the lesson must be natural. Whatever is unnatural is inartistic, and that which is inartistic certainly is not beautiful. Thus an unnatural reading lesson would defeat its æsthetic purpose. Also, what is unnatural is untrue, and if we give wrong ideas, we defeat the ethical purpose as well.

If the qualities mentioned are found in the lessons, if the means indicated are used, and if the recitation be rationally directed, the results are certain. The higher as well as the more common purposes will be achieved.

But let us remember that it is not how much we *know*, but how much we can *use*; not how much *may be* done, but how much *is* done, how much *we* do that effects our purpose.


WALKERTON, IND.

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### \*LIMITS OF ORAL TEACHING.

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JOHN W. DICKINSON, STATE SUPT. OF MASSACHUSETTS.

HE question, To what extent should Oral Teaching be practiced in the schools? must be answered, if it is answered at all, by bringing before our minds the true nature of the act, and the results it is designed to accomplish. This may be done, (1) by defining oral teaching; (2) by showing what ends such teaching is adapted to secure; (3) by determining the true ends

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\* Extract from a Paper read before the National Educational Association at Saratoga, June, 1882.

to be accomplished by pupils at school; (4) by comparing the ends oral teaching is adapted to produce with the ends to be accomplished, and from the comparison to find what is the true province or limit of oral teaching.

And, first, what is oral teaching? Teaching is the act of presenting objects and subjects to the mind of the learner for knowledge, mental training, and a method of thinking and acting. Knowledge, training, or culture, and a method by which these things are produced, are the ends for which the act of teaching is performed. Teaching, as thus defined, is a general act not limited to any particular kind. Oral teaching is supposed to be a kind, and may be distinguished by pointing out the difference between it and any other kind of teaching. That teaching which presents the object or subject to be known is objective teaching. If, in presenting the thing to be known, the teacher uses such spoken words of his own as are necessary to direct the pupil in thinking, the act may be called oral-objective, or simply oral teaching.

Having defined oral teaching in such a way as to bring the act clearly and definitely before our minds for investigation, the next effort will be to show what ends it is adapted to produce.

*First:* It furnishes the only right occasions for the acquisition of knowledge, as it always presents the very thing to be known. This fact should arrest our attention. It is well known by those who direct their attention to their own experiences, or who are accustomed to make observations on the experiences of others, that very much of the mental labor performed in the schools utterly fails to take hold of the true objects of knowledge. The learner studies, but his mental operations stop on the forms of speech to which they are directed. He recites his lessons, but this is no more than to reproduce and give expression to the forms of speech he has learned. His acquisitions are of words which hold in his mind no relations to the ideas that the words were intended simply to name. This unproductive result is due to the use of that method of teaching, even now so generally practiced, which presents to the pupil words instead of things. The oral teacher avoids such practices, and uses language in

teaching as it was intended to be used, simply as the means of expressing knowledge, and uses things as they were intended to be used, as the occasions of knowledge.

*Second:* Oral teaching leads to mental training, as it requires the mind of the pupil to perform for itself all those acts which produce knowledge, and these are the acts which produce mental training also. It should be remembered that we acquire a facility in doing only what we are accustomed to do. Memorizing words will train the mind to an easy performance of that act, but it will have no tendency to give facility to the acquisition of ideas of things. When our pupils leave school to take hold of real life, and are put to an independent activity in dealing with things, they often feel like strangers in a strange country. Their intellectual guides are taken away. It is not enough now that they simply comprehend the ideas other minds have invented, or repeat the discourses which they have found recorded in the books. They must now live a distinct individual life, and find the power of living within themselves. They would be able to do these things if their active powers had been rightly trained at school. A teacher gives evidence that he comprehends the nature of his task who brings into the presence of his pupils whatever they are to know and do, directs them in their learning and doing, but beyond that leaves them to independent work. Such a teacher is an oral teacher.

*Third:* Oral teaching communicates the right method of study and of performing all mental acts, for it presents to the pupil the objects of study, and in the same orderly manner as the pupil should acquire the power of presenting them to himself after his school-days are over and he is left to self-control. There are two methods for the mind to employ in obtaining knowledge—the analytic and the synthetic. The use of the first requires the object of knowledge with all its parts and elements, and relations of parts, to be before the mind of the learner at the first. When the mind has known the object as a unit, it is to unloose the parts from one another by analysis, and consider them in themselves and in their relations. In this way only can the mind of the student conduct itself to a successful and independent activity in

the study of any object or branch of knowledge. If the fragments of any complex unit are taken up before the unit, as such, has been observed, they can present nothing more than the occasions for a knowledge of smaller units independent of one another. The relations that bind them into a larger whole can not be discovered, for the mind of the independent investigator has no guide to them until he sees the larger whole itself. A synthetic method of independent study is impossible. There can be synthetic teaching, but the teacher simply explains and calls upon his pupils to understand. He presents his lessons to classes rather than to individuals, and in the form of lectures. If his subject is Mineralogy, and the topic Quartz, he *tells* the class how hard the mineral is, and in what form it crystallizes. He *says* it will resist the action of acids, etc.

Three points are to be noticed in connection with such teaching: (1) Language instead of things is used as the occasion of ideas. (2) There is an attempt to lead the pupil to combine simple ideas of qualities and parts so as to form complex ideas of wholes, which he has never observed. If we could put ourselves for a time in the place of the pupils under such teaching, we should either be conscious of nothing or we should be conscious of attempting to form ideas in our minds similar to those supposed to exist in the mind of the teacher. We should ask ourselves, What does the teacher mean? rather than, What is the real nature of the object that should be in our presence? (3) Teaching by lectures or by books requires the pupil to receive information.

In view of what has been said, what are the limits within which oral teaching should be confined? This question may be answered by referring to the character of such teaching as it is presented in the definition already given, and to the ends which it seems adapted to produce. Is there any kind of knowledge which oral teaching is not adapted to occasion? There is the knowledge of facts relating to material things, and of facts relating to the human mind, to be obtained. Oral teaching observes an immutable law of the mind in directing the attention of the learner at first to the facts themselves, rather than to the representations of them.

Are there any conditions for the acquisition of knowledge which oral teaching does not observe? The conditions for scientific knowledge are the consciousness of facts, and faculties trained to generalize and classify them. Oral teaching does all that teaching can do to establish the condition for both elementary and scientific knowledge. It is adapted also to occasion all those mental processes that produce mental development. Oral teaching does not mean talking or lecturing, or pouring knowledge from one mind into another, nor does it mean freedom from hard and systematic study by the pupil himself. The oral teacher directs the pupil in the exercise of his faculties, and then requires him to think his own thoughts and perform his own acts.

Books in abundance may be used and lectures may be given, but they are to be used to call the mind of the student to a fresh and more thorough study of what has before been taught; they are not to be used as the original sources of knowledge.

In the sense in which I have considered the subject, and in the sense in which those who have made teaching a successful study consider it, there is no limit to which oral teaching, as a method of teaching should be subjected. It may easily be abused by those who are ignorant of that which is to be taught, or of the relation that one kind of knowledge holds to another, or of the true ends that school-life is designed to accomplish. It can be applied with the most exalted results only by those who have had a successful experience or a thorough professional training.

We are now ready in this country for a thorough change in our methods of teaching. We know the truth, and the time has come for us to choose it. It is already too late in the history of our schools to teach them without a plan, and without directing school-work to definite results. The children must no longer be deprived of the advantages of self-activity. They must be treated like free agents with the source of power within themselves. They must simply be directed by their intellectual guides, and the rest must be a personal struggle for the good ends which a well-ordered life offers to all.

## M E M O R Y .

A. W. BRAYTON.

**D**ISEASES OF MEMORY, is the title of No. XLI. of Appleton's International Scientific Series. It is an attempt to investigate the phenomena of memory from the biological standpoint. It throws light on the many forms of failure of memory. The import of the study is highly practical as well as scientific, and will be found of great interest to those interested in mental philosophy. Where are our thoughts when we are not thinking them? The common answer is that they are in the mind. But this "immaterial essence" is made up of "faculties," and of these memory is the spiritual container of our intellectual goods until called for by the will. And so on. But where is this mental stock kept? We know not. But there are over a thousand million of the starry brain cells, and these bound into organic unity by many more nerve fibers connecting the central cells with the various organs of sensation. Prof. Ribot attempts to show how this corporal mechanism registers, conserves and elaborates sensorial impressions, turning them out as groups and systems of thoughts. Conscience is shown to be the door through which a small part of these cerebral emanations emerge.

A book on the diseases of memory must deal mainly with the tissues diseased. If we regard the memory as the outcome of nervous action, rather than as one of the several faculties of that abstraction known as the mind, it must be in great part dependent on the health and organic perfection of the nervous structure. While it is not likely that the "brain secretes thought as the liver secretes bile," nutrition is without doubt the basis of all mental outcome. The mind grows with the body; its capacities are organic; its diseases are the breaks and failures, the degenerations of nervous substance, which is the substratum of the psychological forces.

The law of the decay of memory, by old age, or by blood-clot in the brain, or by impaired nutrition, as here announced by Mr. Ribot, is of the extremest interest. In partial omnesia there is first the loss of power to recall proper nouns; then class nouns;

then verbs and adjectives, and lastly even interjections and gestures. In those rare cases where restoration occurs the reverse order takes place in convalescence. The intelligent educator will not fail to see that this second childhood and imbecility comes on in the reverse order of education. Mental acquirements increase in childhood and convalescence; they decrease in old age and brain disease; they increase or decrease according to a fixed and discoverable law. Mr. Ribot's book, *Diseases of Memory*, does not profess to clear up the subject of memory. It does give a trustworthy account, and while it lingers about the nervous system and its nutrition through the circulation, it will suggest to the thoughtful reader the old adage, "Mens sana in corpore sano." The brain is the organ of the mind. But so is the liver, the stomach, and the foot. Mr. Moodsley says when a man is insane, he is insane to his fingers' ends.

This book is valuable because it investigates memory as a biological phenomena, and according to the new methods in physiology and psychology. Those familiar with Moodsley and Carpenter, or who have even read Mr. O. W. Holmes's little essay on the mechanism of thought and morals, will be well prepared to read this book, and will welcome it as an addition to mental philosophy from the pathological side. Those who have only read the old school of mental philosophy, and are surcharged with Hamilton's "mental latency," or Stewart's view that memory is mainly a matter of attention, and therefore one can acquire if he will as much as another, will do well to consult the new school of mental philosophers. To the fool teacher who has been directing the growth of mind without the aid of either school of investigation, might be recommended a careful course of reading in both mental philosophy and physiology.

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### BOYS AND TOBACCO.

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SCIENTISTS differ as to the effect of tobacco upon the mental and physical structures of adults. There is no difference of opinion among them as to its deleterious influence upon the growing mind and body of children. That it is dwarfing in

its effects upon both mind and body, weakening the organs and rendering them less able to cope successfully with the ills human flesh is heir to, is everywhere acknowledged. The disgusting habit, in both the grown and ungrown, is preached against in pulpit and school-room. The universal press in all lands has written against it. The adult possessor admits the uselessness and undesirability of the habit. It is disgusting in men, but infinitely more so in boys. An intelligent man, himself an absorber of the weed, on seeing a ten-year old boy drawing at a discarded cigar stump or profaning sidewalks with tobacco juice ejected from a nasty mouth, feels like kicking himself to death for ever having acquired the abhorrent habit and setting an execrable example.

All these things being conceded, it is strange that no laws are enacted against the selling of tobacco to minors. It is unlawful to sell them spirituous and malt intoxicants, or to suffer them to play billiards in public places, which is right, since both are injurious. If it is judicious to legislate against one injurious article or habit, it is equally so regarding others. If we remove one temptation from the young to protect them, why not another? Why stop half-way? Men who would disdain to sell whisky even to men, much more so to boys, unhesitatingly deal out the paralyzing weed to men and boys alike. The pious grocer drops into his church contribution basket the nickel a boy paid him for tobacco to eat, and calls it worshiping God. Some churches object to receiving money obtained through the sale of liquor or the commission of moral or legal crimes; but none are averse to taking money from the grocer and the cigar dealer who daily aid in the pollution of our boys and homes. As long as dealers are permitted to willingly supply victims of any age with tobacco, it is simply next to impossible for parents to prevent their boys from acquiring the filthy habit of its use. If the law-makers hesitate to prescribe laws declaring such sales unlawful, then it is time public opinion raised such a cyclone of righteous indignation as to utterly destroy the traffic.

We are a nation of tobacco-eaters, even in this generation; but what will the next be, unless salutary restrictions are placed

upon the sale of tobacco? The dealer who does this is unworthy of patronage or a position in respectable society. Let him be made to realize this, and there will be fewer ten-year old tobacco-chewers in this otherwise favored land.—*The Independent*.

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## SHALL AND WILL.

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H. S. TARBELL, SUPT. INDIANAPOLIS SCHOOLS.

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[The following was some time since contributed to the *Indianapolis Times*. It calls attention in a pointed manner to a grammatical point too frequently disregarded.]

SIR:—By request, I some little time ago criticised in your columns the use of the word *shall* in the following extract from the *Cincinnati Gazette*: “Mr Voorhees has exposed that he has a great deal to learn before he shall be a protective statesman, as well as to learn the simple record of the Democratic party on the tariff question. Before he has learned the rudiments he shall find a party necessity to drop his new venture in a protective tariff.”

I held that *shall* in this paragraph should be *will*, and made some statements as to the law of use of these words.

Dr. J. C. Ridpath, the brilliant professor of rhetoric and history at Asbury University, in last Saturday's *Times*, publishes a letter expressing doubt of the correctness of my position. He states at some length the conjugation of these auxiliaries, and concludes thus :

“If the *Gazette*, in the paragraph quoted, means to be merely prophetic, and to say that Mr. Voorhees will, as a fact, find so and so, then of a certainty the above use of ‘shall’ is incorrect. If, on the other hand, as I think to be the case, the *Gazette* means to hint that circumstances will oblige or constrain Mr. Voorhees to find so and so, then the above use of ‘shall’ is correct. The latter I take to be its meaning, and I am therefore disposed to disagree with my distinguished friend, Professor Tarbell.”

Dr. Ridpath's reputation as a writer of elegant English is too well established to be aided or harmed by criticism from me ;

which makes it the more surprising that he should have fallen into so palpable an error. Dr. Ridpath agrees with me, that *shall*, in the paragraph from the *Gazette*, is wrongly used, if the design of the writer be merely to express an opinion of a future result.

I am glad that a single point only is at issue between us. The Doctor is of the opinion that if the idea of constraint by circumstances enter the thought, then in the third person, *shall* is the proper auxiliary. He has omitted the one essential point, which is that this constraint *must be exercised or intended by the speaker himself*.

If he means that the writer in the *Gazette* intends to make the threat that he will himself see that Mr. Voorhees finds so and so—if that be the true interpretation of the writer's meaning, I agree with the Doctor that *shall* is the proper auxiliary; and only by that construction is it correct.

For proof of the correctness of my position noted above, I refer to any writer of repute (except Dr. Ridpath) who has treated this subject.

Richard Grant White is called good authority. In his work on "The Right Use of Words," he says: "In merely announcing future action, we say I or we *shall*; you, he or they *will*; and in declaring purpose on our part, or on the part of another, obligation or inevitable action *which we mean to control*, we say I or we *will*, you, he or they *shall*." The italics are mine.

Mathews, on "Words, their Use and Abuse," says: "The wrong use of *shall* by the author of 'Vestiges of Creation,' in 'I do not expect that any word of praise which this book may elicit shall be responded to by me,' in the opinion of many, convicts him of being a Scotchman.

"When the simple idea of future occurrences is expressed, we use *shall* in the *first* person and *will* in the second and third. But 'when the idea of compulsion or necessity is to be conveyed, a futurity *connected with the will of the speaker*, *will* must be employed in the first person and *shall* in the second and third.'"

Moon—"Bad English"—quotes with approval the following rule from Booth's Principles of English Grammar:

"If the speaker is the nominative to the verb and also determines its accomplishment, or if he is neither the nominative nor determines its accomplishment—the proper auxiliary is *will*; in every other case it is *shall*."

I do not believe the *Gazette* intends to state its purpose to "determine the accomplishment" of its prophecy, and hence would use *will* in the paragraph in controversy.

Alford—"Queen's English": "We may sometimes use *shall* [in the third person], but it can only be in cases where *our own will*, or choice, or power exercises some influence over the events spoken of."

I quote the following from "Vulgarisms and Other Errors of Speech": "So long as the speaker, either as the agent or the master of another, possesses power to control, he can say *I will*, you *shall*, he *shall*. When he is neither the agent nor the master of another agent [namely, the 'circumstances' in the case in hand], he must say you *will*, he *will*."

Swinton, in his "Grammar," makes this statement: "In the second and third person the speaker asserts *his* will when he uses *shall*, and waives his will when he uses *will*."

Townsend, in "Art of Speech," says: "Shall in the second and third person expresses a promise, a command, or a trust, as: He *shall* be punished for this. I threaten, or promise to punish him for this offense."

Prof. D. J. Hill, in his rhetoric, says: "Shall is used in direct statement with the second or third person to express a determination, as: He *shall* go to town."

We have no better authority on such questions than Professor Whitney, of Yale. From him I quote: "To denote simply something that is going to take place, we ordinarily use *shall* in the first person and *will* in the others. To use *shall* in the second and third person implies rather a promise, thus: 'He *shall* go, rely on me for that,' and when emphatic a determination on the *part of the speaker*."

Quotations might be multiplied and other references given. I think I have shown that unless the writer intends to threaten

that he will himself bring Mr. Voorhees "to find a party necessity," etc., he has used *shall* where he should have used *will*.

I spend this time upon the subject the more willingly, for thereby the attention of some will be called to a growing carelessness in the use of the auxiliaries in question. I believe with Prof. Schele De Vere, that this double future of the English, by means of two different verbs, is one of the greatest beauties of the language.

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## ACQUISITION OF TERRITORY TO THE UNITED STATES.

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JOHN S. MORRIS.

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**H**AVING studied carefully the acquisitions of territory to the United States, and believing it to be important to teachers, I write the following for publication in the INDIANA SCHOOL JOURNAL.

We learn that territory has been acquired to the United States in three ways, viz: By treaty, by purchase, and by annexation.

At the close of the French and Indian war in 1763, France gave up all her claims to territory in North America, excepting the city of New Orleans, ceding all east of the Mississippi to England, and all west to Spain.

This gave England the control of all the land east of the Mississippi, excepting Florida, which belonged to Spain. In the treaty of peace which ended the Revolutionary war in 1783, the boundary of the United States on the north was the Great Lakes, and on the west the Mississippi.

In 1800 Spain made a second treaty, giving to France the territory of Louisiana, which comprised all the land east of the Rocky Mountains to the Mississippi, and north from Mexico to the British claims. The northern boundary of this territory was never made.

In 1803 the United States purchased the Louisiana territory of France for \$15,000,000.

President Jefferson, in 1804, sent out an exploring party to the head-waters of the Missouri, and thence across to the Pacific.

This party was under Lewis and Clark. Up to this date the northwestern part of what is now the United States did not belong to any nation. The United States became interested, and England became jealous and claimed the same. The United States continued to show her rights, and a good deal of writing between the two countries resulted. However, in 1818 they both agreed to occupy the country for ten years.

In ten years this joint occupancy expired; but in 1828 it was renewed, to terminate on either party giving a year's notice. There was a division made in 1846. By treaty American possession was to extend as far north as 49°. From this acquired territory was formed the State of Oregon, and Washington, Idaho, and Montana Territories.

In 1819 the United States purchased Florida from Spain, for \$5,000,000.

By annexation Texas became a part of the United States in 1845.

The Treaty of Gaudaloupe Hidalgo, February 2, 1848, ended the Mexican war. Mexico then ceded to the United States California, Utah, Nevada, New Mexico, and a part of Arizona. For this the United States paid \$15,000,000, and assumed the debts of Mexico to American citizens, amounting to \$3,500,000 more.

In 1845 the United States obtained by purchase the southwestern part of New Mexico, and all of Arizona south of the Gila river. For this territory was paid \$10,000,000. This is called the "Gadaden Purchase."

The United States, in 1867, purchased Alaska of Russia, for \$7,200,000 in gold.

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## GOING BEYOND.

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G. HENRI BOGART.

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How long will our PROFESSION be cursed by those who have neither the wish nor yet the ability to lift their pupils above the level of their text-books? I have a class in physiology, all but one beginners. I take all the various authors on the sub-

ject, which I have for the use of the class, and when any point not fully elucidated arises, they seek what others say on the subject. I resolved to teach them the wave theory of light, heat, and sound, with that of universal, subtle, force. Selecting that of sound as most easy of comprehension for the first, we proved it by various means while on the study of hearing.

Light naturally came next, but this necessitated skipping the subject of the eye until we had considered the ear. While on this subject we took occasion to mention the theories of darkness in space; the blue color of the sky; rainbows, halos, etc., thus going back over a part of our earlier work in geography.

Here we introduced the subject of *latent* force in organized bodies, showing how these forces are set free by the composition of the bodies into elements. Fox-fire; formation of coal; will-'o-wisp; heat during inflammation; and a number of other phenomena were now taken up.

Now arose a query as to whence came this wondrous force. At this point was brought up the fact that vegetation requires light and heat to perfect it; that animal life is entirely dependent on vegetation originally, and as a consequence we must look to the gentle and quiet sunbeam, assimilated by plants, for our supply of force.

Instance evaporation and its release (minus the friction) in the roaring torrent of Niagara, or the sweeping tide of the Mississippi. Here we review muscular action and digestion.

These pupils understand these philosophical facts, and comprehend them much more fully by this work.

The chemistry is as thoroughly handled.

One of my pupils remarked recently: "How many sunbeams will haul a load of wood home to-morrow?"

But you must not do this in too much hurry. *Festina lente.* Keep pupils anxious to know more. Never allow anything to pass unless fully comprehended. Allow them to explain to one another. Have a definite plan before you and work to it.

Let the length of lesson assigned correspond to the matter it contains, and also to the amount of side work you will introduce. Never trust to inspiration, but have *your* work fully prepared before the recitation hour.

**\*PROBLEMS TO BE SOLVED.**

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JOHN M. BLOSS, STATE SUPT. OF PUBLIC INSTRUCTION.

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**I**F the several departments of this Association there are none where greater problems are yet to be solved than in the department of elementary education. In the higher departments of education the work is strictly professional. Men and women whose attainments as educators are known are applicants, and find employment; but in the elementary schools—where the average life of the teacher does not exceed four years—it is the inexperienced who are applicants; young men and young women just from the common schools, the academy, the high school, or the college. Of these applicants who can pass, and who have passed, examination as tests of scholarship there is a surplus. But scholarship is only one of the many factors necessary to a teacher's success.

One of the problems yet to be solved is how to discover the true teacher among those who have attained the necessary scholarship. It is the answer to this problem, that men and women of greater ability, wider experience, better judgment, who are themselves professional teachers, shall be placed at the head of examining boards; that there shall be supervisors of the country schools who shall as closely inspect the work, direct the method of teaching, and supervise the employment of teachers, as is now done in our best town and city schools? Would this plan, under the direction of skillful men and women, lengthen the average life of teachers? Would it give us better ability to teach, better compensation for the work done, and a fuller appreciation of the results to society, to the state, and the nation?

It is not the end nor the purpose of the elementary school to make scholars, but it should be their chief purpose to prepare the pupils for the exigencies of life, so that when he leaves the school he may become an honorable and useful citizen. To fit every youth of our land scholastically to enter college would,

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\*The Inaugural Address given at the late National Educational Association at Saratoga. Mr. Bloss was President of the Department of Elementary Schools.

indeed, be most desirable, if in addition to scholarship were added the necessary physical and moral culture. Scholarship alone can not, and does not, make good citizens. There must be added to scholarship moral culture in its widest sense to make the truly worthy citizen; not that moral culture alone which recognizes the existence of and the necessity for law and order and their applications to society, and that the laws of the state are based upon justice and the greatest good to the greatest number, but that kind of morals which recognizes a God above all, seeing all, and over all; the kind of moral culture which looks up through inspiration to that God who is the author of all law and order; that kind of moral culture which not only polishes the exterior and guides the judgment, but that which reaches the heart. It should be our purpose to teach not only what is right, and what is wrong, but to fix in our pupils right habits of life and pure habits of thought.

It is important that every pupil should be taught to tell the truth, but it is just as important to teach him to be honest—honest in all his relations at school and at home. None but honest and thoughtful teachers can instil habits of honesty and truthfulness. It is important that pupils be taught habits of cleanliness, to be courteous in deportment, but these are not more important than that he should be taught to control his passions and his appetites. Only teachers who themselves are neat and courteous, kind in thought and deed, and whose language, life, and acts, bespeak nobility of soul, can instil these habits into the minds of the pupils under their charge. It is important that every pupil shall be taught that it is unlawful by the laws of man, and wicked in the sight of God to steal, but it is just as important to teach him habits of industry and thrift; because without the latter he is liable in life to do the former.

The life of the nation as a free government does not depend so much upon the intellectual culture of its citizens, as it does upon the high moral character of its people.

With these thoughts in view, as to what the teacher is to do, and to be, is it not pertinent to ask, Can any examination, oral or written, which involves only the scholarship of the candidate:

and his knowledge of school government, discover the true teacher?

Is it the answer to this problem that the moral fitness and the scholarship of the applicant should be made of equal importance in every examination for license, and that greater stress should be placed upon the special preparation which has been made for the work to be done?

There is another field in which it might be profitable for educators to make most searching investigation. There is seemingly a growing element in our country who are not only without visible means of support, but who are unwilling to make any effort by physical labor to support themselves. These are the tramps, the gamblers, and that unclassifiable class who contend that the world owes them a living. These men have grown up among a people where the public or the private schools, or both, have exercised their influence. Might it not be possible that the growth of this anti-manual-labor class is due in some measure to the home-training or to the education received in school, or to both? Is it not possible that the teachers so magnify the importance of intellectual culture in order to stimulate the pupil to greater efforts in his attainments that he indirectly and unconsciously places the stigma of coarseness and vulgarity upon all physical labor? That this class exists there can be no doubt; that it is not decreasing is almost as apparent; that in this grand country of ours there is no occasion for the existence of such a class is evident; hence there must be some cause for its growth and continuance. Since it is our duty as educators to make good citizens, here is another problem for us to solve. But time forbids that more of these problems be suggested.

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### TELLING, TEACHING, AND TRAINING.

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Telling, teaching, and training have a similarity in sound; they resemble one another in meaning also. But it is very important that they be not used as synonymous. Let us examine their different meanings. To tell a thing is simply to relate it, to say over the words that are fitted to convey a certain meaning without any special care as to whether the hearer really gets that meaning from them or

not. To teach a thing, we must not only put it before the learner, but we must see to it that every step is thoroughly understood; this includes telling, and something more. Training includes all that teaching does; besides, it requires of the one who is trained that he put into practice that which he has been told and taught. And no work of education is of much value that does not take the form of training; for all education worth the name results in habit, and habit is formed by training.

Of course the work of training has no place for spasmodic and uncertain operations. He who trains well must see from the beginning precisely what result, in the form of habit, he wishes to reach, and then the work must go on, line upon line, precept upon precept, day by day and month by month, until the desired habit is thoroughly formed. When we learn to estimate teachers rightly, we shall judge them by their power to train pupils, and not simply by the fluency with which they can recite the facts and formulas of knowledge as they are laid down in the text-books.—*E. C. Hewett.*

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#### D O N ' T S A Y

ig-no- <i>ram</i> -us	for ig-no- <i>ra</i> -mus	ir- <i>rec</i> -og-ni-zable	ir-re- <i>cog</i> -nizable
<i>il</i> -us-trate	il- <i>lus</i> -trate	ir-re- <i>fra</i> -ga-ble	ir-ref-ar-ga-ble
im- <i>mo</i> -bile	im- <i>mob</i> -ile	ir-re- <i>par</i> -a-ble	ir- <i>rep</i> -ar-a-ble
im- <i>plac</i> -a-ble	im- <i>pla</i> -ca-ble	ir-re- <i>vo</i> -ca-ble	ir- <i>rev</i> -o-ca-ble
<i>im</i> -pro-vise	im-pro- <i>vise</i>	<i>i</i> -so-late	is-o-late
in- <i>au</i> -gur-rate	in- <i>au</i> -gu-rate	<i>ja</i> -gu-ar	jag-u-ar
in-com- <i>par</i> -able	in- <i>com</i> -pa-ra-ble	<i>jav</i> -e-line	<i>jave</i> -line
<i>in</i> -di-ca-tive	in- <i>dic</i> -a-tive	<i>je</i> -june	je-june
in- <i>dic</i> -a-to-ry	<i>in</i> -dic-a-tory	<i>jo</i> -cund	joc-und
in-dis- <i>pu</i> -ta-ble	in- <i>dis</i> -pu-ta-ble	<i>jug</i> -u-lar	ju-gu-lar
in-dis- <i>sol</i> -u-ble	in- <i>dis</i> -so-lu-ble	ju- <i>ju</i> -be	ju-jube
in- <i>do</i> -cile	in- <i>doc</i> -ile	jus- <i>tif</i> -i-ca-tive	jus-ti-fi-ca-tive
in- <i>dus</i> -try	<i>in</i> -dus-try	<i>ku</i> -klux	ku- <i>klux</i>
in-ex- <i>plic</i> -a-ble	in- <i>ex</i> -pli-ca-ble	la- <i>men</i> -ta-ble	lam-en-ta-ble
<i>in</i> -qui-ry	in- <i>qui</i> -ry	le-gate	leg-ate
in- <i>te</i> -gral	<i>in</i> -te-gral	len-i-ent	le-ni-ent
in-ter- <i>cal</i> -a-ry	in- <i>ter</i> -cal-a-ry	<i>Lethe</i>	Le-the
in-ter- <i>est</i> -ing	<i>in</i> -ter-est-ing	legis- <i>la</i> -ture	leg-is-la-ture
in-ter- <i>po</i> -late	in- <i>ter</i> -po-late	Le-the-an	Le- <i>the</i> -an
<i>in</i> -trigue	in- <i>trigue</i>	<i>lien</i>	li-en
in- <i>ven</i> -tory	<i>in</i> -ven-tory	<i>lith</i> -o-graph-er	li- <i>thog</i> -ra-pher
<i>in</i> -vo-lu-cre	in-vo- <i>lu</i> -cre	ly-ce-um	ly-ce-um
<i>i</i> -rate	i- <i>rate</i>	lu- <i>di</i> -crous	lu-di-crous

## EDITORIAL.

Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

ATTENTION is called to State Supt. Bloss's article in this Journal. The address was a short one, as the occasion demanded, but was well received. The New England *Journal of Education*, while giving but short extracts from most of the addresses before the National Association, compliments Mr. Bloss by giving his almost in full. Indiana is to be congratulated on having a State Superintendent who can go into a national meeting composed of the leading educators of the country and take an honorable and high stand. The Department of Elementary Instruction is the most popular and most largely attended department of the national meeting, and Mr. Bloss was elected its president, at his second meeting with the Association. Such men reflect credit upon the state and its educational system.

## TEACHING AS A SCIENCE.

Every year a larger and larger proportion of teachers go beyond the method of teaching to the principles underlying the method. The Journal finds each succeeding year a larger proportion of its readers who appreciate educational articles that go beneath the surface of things. This is a good indication.

How many teachers read the article of Geo. P. Brown, of the State Normal, last month, on "Analysis and Synthesis"? How many agree with Mr. Brown that both analysis and synthesis are involved in the development of every subject? How many agree with Mr. Dickinson, who has an article in this Journal, that all good teaching is analytic?

Can we have a perfect *whole* to begin reasoning upon until we have *constructed* it?

When a child first sees a cat does it get anything beyond form and color? Are not all other attributes learned and *added to* the first conception?

These questions are intended to be suggestive. Read Mr. Dickinson's article, and then take the September Journal and read very carefully Mr. Brown's article.

## HOW TO TEACH SPELLING.

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Much time is wasted in studying spelling; more, in reciting (?) it. It is not the amount of study that makes good spellers, but the well directed study and practice.

A child when set to study his spelling lesson, studies one word as much as another. He does not know which words he can not spell. In any ordinary list of fifty words there are many words that the average pupil can spell. Time spent in studying these is wasted.

### A P L A N .

Before assigning a lesson for study pronounce fifty words for the pupils to spell on slips of paper. Examine these slips, or have some pupil do so. Return them with the misspelled words marked.

Write on the black-board ten of the misspelled words for the next day's lesson. Continue this until all the misspelled words have been spelled correctly. Keep up a constant review of words missed the preceding lesson.

Let pupils feel that they are held for any word of the preceding lesson.

Most practice in spelling should be written. When one thinks how few times in business he is called on to spell orally, the nonsense of the spell-for-head plan strikes him forcibly. B.

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## PUT-IN-BAY EXCURSION.

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Recently, through the courtesy of Lake Erie & Western Railroad, a number of Indiana editors visited Put-in-Bay. This railroad, extending from Bloomington, Ill., to Sandusky, O., passing through La Fayette, Frankfort, Tipton, Muncie, and Portland, of this state, is now one of the grand trunk lines, and is an excellent road. G.W. Smith, of La Fayette, is the General Pass. Agent.

Put-in-Bay is without any exaggeration one of the most delightful resorts in the lake region. The boating, the fishing, the scenery, are all captivating. The writer left with great regret and with a fixed purpose to return again. These islands are given up almost wholly to the cultivation of grapes and peaches. For these purposes the land is worth from \$400 to \$1000 per acre. Since our return we have had expressed to us, at rates below the market price here, some of the finest peaches we have seen, from J. W. Gamble, of Catawba Island. Mr. Gamble is a courteous gentleman, and put the excursionists under obligations to him.

Lake Side is a delightful place that should not be omitted. It is the seat of an annual camp-meeting, and is a sort of Chautauqua.

### TEACHERS LICENSED.

The following interesting facts are taken from the State Superintendent's records. The report is for the school year just closed:

Number of male teachers licensed for 24 months.....	966
“ “ “ “ 18 “ .....	1,248
“ “ “ “ 12 “ .....	2,639
“ “ “ “ 6 “ .....	2,310
“ “ “ during the year.....	7,163
Number of female teachers licensed for 24 months.....	498
“ “ “ “ 18 “ .....	846
“ “ “ “ 12 “ .....	2,217
“ “ “ “ 6 “ .....	2,410
“ “ “ during the year.....	5,971

Total number of teachers licensed during the year.... 13,049

Number of applicants rejected..... 9,278

“ “ licenses revoked..... 32

“ now holding license in the State..... 15,382

Average number of teachers required to supply schools..... 11,850

NOTE.—The county of Wells is not included in the above report.

### VOTE WITH YOUR CONSCIENCE.

A person, well known to many readers of the Journal, not long since, in a convention cast his vote for a man with whom he had recently quarrelled and against a warm personal friend. When his *friend* called upon him for an explanation he answered in substance as follows: I regret *very* much that I could not vote for you. You know that I would gladly make any reasonable personal sacrifice to accommodate you, but voting is not a personal matter with me. When I vote to place a man in a public office I vote not merely for myself but for the community at large, and I feel in conscience bound to vote not for my personal friends but for the man who will serve the public the best. I am forced to believe that your opponent has had larger experience and can fill this office more acceptably than you can.

Every right minded person must commend the spirit and the action of this teacher—for he is a teacher. Now the Journal calls upon teachers generally to take the same high ground, especially with reference to educational offices.

In voting for a township trustee vote in the best interest of the schools, for a township can have no higher interest than that of its

schools ; in deciding which State Representative or Senator to vote for, keep in mind county superintendency and the essential features of our excellent school system, and work for the man who is the teacher's friend ; in voting for State Superintendent, lay aside politics, for politics should have nothing to do with this office, and vote in the highest interest of the fifteen thousand teachers and seven hundred and eight thousand school children of the state.

Teachers should not only vote their own highest convictions, but they should exert their influence to have others vote with them. The teachers hold the balance of power in most of the counties in the state and in the state at large, and if they do not make themselves felt it is their own fault.

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### PLANT A TREE.

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The beauty and comfort of shade trees are only beginning to be appreciated, in this country. To say nothing of the thousands of dwellings, how many school houses are there in this state that are unprotected and unadorned by even a single shade tree. This is a great pity, if not a great sin. Suppose that each farmer should plant shade trees about his house, and in addition should plant trees along the road the entire length of his farm. What beauty and comfort would be added to country homes and to public highways, and what a source of wealth these trees would become in the near future when timber of all sorts will be scarce and valuable.

- Teachers have it in their power to do much to bring about this desirable end, and especially can they do much toward having the school grounds ornamented. Any teacher, who has a will to do it, enough energy to teach a respectable school, can enlist the sympathy and secure the cooperation of enough pupils and parents to surround and fill full his school premises with trees. Our own native trees should always be selected, for two reasons : 1. They are most easily obtained. 2. They are most beautiful. To plant a tree for posterity is a work of wisdom and a work of philanthropy. The Journal will be glad to publish an account of all trees planted if teachers will make reports.

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### THE HOPKINS MONUMENT FUND.

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Soon after the death of State Supt. Milton B. Hopkins, a committee was appointed by the State Teachers' Association to take the necessary steps to raise money to be expended in the most appropriate way, to perpetuate the memory of Mr. Hopkins. The manner of expending this money was left in the hands of the State Board

of Education. Circulars were sent out to superintendents the following institute season, and teachers were solicited to contribute. About \$100, above expenses, came into the hands of the committee, and has been and is now subject to the call of the State Board of Education. In addition to this sum, quite an amount was raised by the teachers of Howard county, but this did not come to the committee because it could not give assurances that it would be expended in the purchase of a monument for the grave, which is at Kokomo. The committee was not given power to expend the money or to say how it should be expended.

In the latter part of August, this year, the editor received from a company of persons interested in this matter a printed circular, which has been sent to every county, urging the necessity of erecting a monument over the unmarked grave of Supt. Hopkins, and an explanatory letter, which begins by saying: "This circular will perhaps astonish you. You have been appointed upon a committee without your knowledge or consent," etc. This will explain why nothing has appeared in the Journal at an earlier date; the Sept. No. was full when this letter arrived.

In this circular J. H. Smart is named as president, J. M. Bloss as treasurer, and W. A. Bell as secretary. These persons all hold the memory of Mr. Hopkins in high esteem, and will be glad to contribute their mite toward the commendable enterprise. The Journal commends this matter to the consideration of Indiana teachers. All money should be sent to State Supt. J. M. Bloss, Indianapolis.

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ASBURY UNIVERSITY, of late years, is the most largely attended of our state colleges. The enrollment last year numbered 459. The present year begins with an actual attendance of nearly the same number. Her thorough courses of study and instruction, her fine buildings, grounds, and equipments, the almost perfect order which prevails, and the good work done in her halls, have placed her abreast of the very best colleges in the country.

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The State Normal School, at Terre Haute, has opened its fall term fuller than ever before. It is now one of the largest strictly normal schools in the United States. No one is admitted who does not express in writing his determination to teach in the schools of this state. The facilities for allowing students who expect to remain but a single term or year, to study the *science* of teaching, have been greatly increased. To this end the "Model Schools" of different grades are called into daily use. The advantage of these schools can not easily be estimated.

### SELLING STATE BOARD QUESTIONS.

In the August number of the Journal a statement was made somewhat in detail of the detection of several parties engaged in selling the questions for examination, prior to the day of examination. It was there stated that A. J. Nichols, Walter Howe and Frank Benson, all of Hamilton county, were engaged in selling the questions to teachers, and that they procured them from Ziba F. Williams, superintendent of Martin county.

State Supt. Bloss brought suit before the Commissioners of Martin county to have Mr. Williams removed from office. The trial began September 5th, and continued four days.

The following correspondence between Mr. Bloss and Mr. Williams will help to a comprehension of the principal points in the case:

STATE OF INDIANA,  
DEPARTMENT OF PUBLIC INSTRUCTION,  
SUPERINTENDENT'S OFFICE,  
INDIANAPOLIS, June 30, 1882. }

Mr. Z. F. Williams, County Superintendent Martin County, Indiana:

SIR:—To do one's duty is not always pleasant, and I assure you to do the duty now imposed upon me as Superintendent of Public Instruction is personally exceedingly painful.

By section 39 of the School Laws you, as County Superintendent, are required to carry out the orders and instructions of the State Board of Education, and of the Superintendent of Public Instruction.

You were required, as County Superintendent, by order of the State Board of Education, and of the Superintendent of Public Instruction, not to open the questions for examination of teachers until the hour for beginning said examination or the last Saturday of each month.

You, on Thursday, June 22, 1882, between the hours of 9 and 10 o'clock A. M., received a sealed package, containing forty questions for the examination of the teachers of your county (Martin), which examination was to be held on the following Saturday, June 24, 1882.

Before Friday, June 23d, a part of these same questions, which had been given to you under seal, were sold to teachers by agents at from five to twenty dollars per copy.

Some of these agents are now well known to me and others, but by whose hands these questions were transferred from your package to these agents who had already engaged them to the buyer, is just now unimportant.

The fact will be proven that these questions were offered for sale; that they were sold; that comparatively innocent persons were, by these agents, induced to buy them; that the questions sold were the questions placed in your package and sealed with the seal of this

department; the object of these agents was to extort money from comparatively innocent persons who desired to obtain a license to teach in the public schools of Indiana.

It will be further shown that a part of the questions placed in the sealed package and handed to you in my office were offered for sale and sold on Thursday afternoon, June 22, 1882, only a few hours after you had received them. A part of the questions sold, and which have been received from several counties in this State, are now in my possession.

In view of these facts, and other facts now in my possession, it will be necessary for me to commence an action against you before the Board of County Commissioners of Martin county for immoral conduct and corruption in office.

However, before bringing such suit at the September term of said Court, I am very willing to hear any statement which you may have to make, and if you can establish your innocence, I assure you I shall be but happy to relieve you of all blame.

Yours truly,

JOHN M. BLOSS,  
*Sup't Public Instruction.*

The following reply was received from Mr. Williams :

COUNTY SUPT'S OFFICE MARTIN COUNTY, }  
TRINITY SPRINGS, IND., July 5, 1882. }

Hon. John M. Bloss, Supt. of Public Instruction :

DEAR SIR:—Conscious am I that anything said by a person accused of any misdemeanor is open to the criticism that it is made in self-interest, yet I can not but believe that you will give due consideration to the statements herein made. After receiving that package from Mr. Smith on Thursday morning, I spent the morning in strolling over the city seeing different sights, returning to the Grand Hotel tired and hot, in good time, as I thought, to get off on the morning train for Seymour. At the hotel, I visited the wash-stand, and hung my coat and vest on a hook near the towels at the entrance from the barber's room, as I had done every day.

While washing, I was seized by violent pains in the stomach and bowels, (I have been subject to dysentery for some weeks), and I visited the privy. Being delayed, I hastened to my room where I changed my clothes before starting for the depot. When I came to Shoals, I concluded to send my valise home on the hack, which I did. Arriving at Loogootee, I found that the package which had been mailed to me had been forwarded by my wife, as she had done on one other occasion when I came to Loogootee from visiting schools. This package I put into my pocket, in which I had several letters, and I believed, the package which had been delivered to me by Mr. Smith.

On examination day, I used the questions contained in the package sent by mail, and on that morning I missed the other package. It then occurred to me that I might have left it in my valise.

When I came home I asked my wife whether she had taken anything out of my valise, and she told me that she had taken everything out of it and put them away. As I had answered the letters in my valise, I thought nothing more of the matter until I received your letter. Now, then, the only theory that I have to advance is this: that some one took the package from my pocket while I was in the privy, or it dropped during my hasty change of clothing at the hotel.

Now, then, I desire to say that I fear no investigation, and I ask it as a matter of justice to myself that you make a thorough examination into the matter, (which I doubt not will be done), and fasten the guilt where it belongs.

Any questions that you may desire to ask me will be promptly answered.

I have given you the only theory I have to advance in the premises, and as God is to be my Judge, I say to you that I deny most emphatically that I intentionally, by word, sign or act, or in any manner aided and abetted in the distribution of these questions.

Very respectfully,

ZIBA F. WILLIAMS.

At the instance of Supt. Bloss, Williams made affidavit to all that his letter contained.

The following account of the trial is taken from the Indianapolis Daily Journal, and was written by the correspondent at Shoals when the trial took place:

"Supt. Bloss was so thoroughly convinced that Williams was the guilty man that he arranged to have Williams shadowed from the time he received the questions until after 2 P. M.

On trial, Williams, in accordance with his letter, attempted to show what objects of interest he had visited: First, the Union Depot, where he met his brother-in-law, J. H. Nichols; then the Blind Asylum, which he says was closed, and three public school buildings, which, upon investigation, he could not in any manner describe, either as to position, size, or appearance; that he then returned to the hotel, as per his letter, to take, as he now says, the noon train to Seymour, but says he got to the depot just after the train started.

The two witnesses who had been sent after him by Supt. Bloss, however, tell a different story: That he went to the depot and remained in it, in different parts, until after 12 o'clock, when he returned to the Grand Hotel and eluded the sight of those accompanying him; that he visited no asylum, and saw no school-house that morning. It was also shown that there was no train leaving on the

J., M. & I. Railroad from 7:40 A. M. to 3:50 P. M., and hence he could not have missed any train at noon, etc.

Williams had sworn upon his direct examination that when he got the questions of Smith he placed them in his coat pocket; didn't remember which side, as the coat was different from the one he was then wearing; that he had other papers and letters in the same pocket; that he had not seen the package after placing it there, and did not look for it until upon the Saturday morning of the examination, and then found it mysteriously (!) gone, etc. But on his cross-examination he was led to tell that he had changed his clothes before leaving the hotel, and wore the same clothes home which he was then wearing. He was then in trouble, and his attorney, annoyed as he must have been, called his attention to his statements, and in his re-examination Williams told that he took his brother-in-law, Nichols, to his room with him to pack his valise; that he told him to change the papers in the black coat pocket into the one he was then wearing, and that he supposed he had done so. Had there been no other evidence in the case, Williams's testimony would have convinced all of his guilt.

Another very damaging fact against Williams was that he had called upon Mr. Bloss at Mitchell in the latter part of July and asked for advice, claiming his innocence. Mr. Bloss told him if it were true, as he claimed, that the questions were stolen from him, it was his duty to bring suit against Frank Benson for theft; that he, Bloss, would identify his property for him, viz., the questions; that these questions were valuable, and that he was prepared to prove that Frank Benson was engaged in selling this property. This plan, however, would have led Frank Benson to state from whom he had obtained the questions. This Williams dared not do, as it would have convicted himself.

The full details of all the evidence produced in the four days of trial can not be fully given; only the prominent points have been mentioned. Among the witnesses present were: Supt. Croan, of Madison county; Supt. Morris, of Hamilton county; A. J. Behymer, of Madison county; John T. Smith, clerk in the office of Public Instruction; F. H. McPheeters, of Livonia; John M. Bloss, and his son Willie Bloss. Many prominent citizens of the county were present during the entire trial.

The attorneys engaged in the prosecution were Thos. M. Clarke and Colonel James T. Rodgers, of Shoals, while Ephraim Moses, of Shoals, was employed in the defense of Mr. Williams. The defense was excellently conducted, but Williams was so surrounded and hedged in from every avenue of escape by the prosecution that escape was impossible. The county commissioners, Messrs. McGovern, Ables, and Porter, patiently listened to the case during the four

days of the trial, and in less than two minutes after the case was closed unanimously decided that Williams was guilty of the charges brought, and therefore removed him from office.

The verdict gave almost universal satisfaction. The commissioners are honest men, and showed themselves capable of rising far above any partisan influences.

Too much credit can not be given to the Superintendent of Public Instruction, and Superintendents Croan and Morris, for the energetic prosecution of this case. There is no intention on the part of the Superintendent of Public Instruction to make this his last effort in this direction, should occasion require, but he expresses the hope that there be no need of prosecution for like offenses in the future."

The following correspondence in the hands of Prof. Bloss, though not admitted as evidence in the trial, helps to throw light upon the transactions :

WESTFIELD, IND., June 15, 1882.

Mr. Smelser :

We have understood that you desire to get the examination questions for this month. We can furnish them to you for (\$75) seventy-five dollars. Mr. Nichols referred us to you, as he can not get them any more. You will have to meet us at Indianapolis, on Thursday, the 22d, of June, at 2 o'clock. Meet us at the Arcade Clothing House, No. 10 West Washington street. Inquire for Walt Howe at the store; they know us. Please write us if you can raise the amount named, and if you can, please meet us at the place we have designated with money, and we will deliver you the questions. If you do not care to risk us with the money until you know whether the questions are all right, you can deposit it with some one in the city until you see that they are all right. Write us soon as possible.

BENSON & HOWE.

*Westfield, Hamilton County, Ind.*

WESTFIELD, IND., June 28, 1882.

Mr. Bloss :

SIR—Having reconsidered the matter of giving you the information you desire, and having seen the inconsistency in your making any concessions with regard to my license, and wanting to be understood by you to be in favor of a correct clearing up of this matter, I have written you.

To the questions you asked me the answers are as follows: The questions were obtained from a Mr. Williams, the superintendent of Martin county. Williams met Nichols and Benson in the Grand Hotel on Thursday morning and delivered the questions to them, they agreeing to pay him ninety dollars, or forty-five apiece for what questions they received. Williams got the questions of you the same morning. No other parties met Mr. Williams at the time and place.

I have discovered since I left you that Mr. Benson this morning wrote another letter to Mr. Smelser concerning the matter, and signed my name along with his own. This was done without my knowledge and against my expressed wishes, for I had told Mr. Benson several days ago, and before I suspicioned that you were running us down, that I would have nothing more to do with the thing.

Having cleared my own conscience, I hope I have at the same time cleared your mystery.

\* \* \* Hoping I may see you again, and appear to you in a more favorable light, I am

Yours truly,

WALTER HOWE.

Mr. Williams has asked for an appeal to the Circuit Court, and it is not yet decided whether or not this can be had.

## QUESTIONS AND ANSWERS.

### STATE BOARD QUESTIONS FOR AUGUST.

GRAMMAR.—1. What is the difference between a verb and a participle? 10

2. Do intransitive verbs have voice? Give the passive form to the following: "Passions and prejudices lead men astray." 2 pts, 5 each.

3. State the difference between a sentence and a paragraph. 10

4. Parse *what* in the following sentence: "*Be what you would seem.*" 10

5. What two distinct offices are performed by the relative pronoun? 10

6. Correct the following sentences, and give reasons for each correction: "*They are these kind of goods which Horace mentions.*" "*The poor girl feels very badly about it.*" 2 pts, 5 each.

7. Analyze the following: "*Not as the conqueror comes. They, the true-hearted, came.*" 10

8. What are the principal parts of the verb? 10

9. Parse, "*being captured,*" in the following sentence: "*They did not think of being captured.*" 10

10. Re-write the following selection, restoring the capitals and punctuation marks:

Whatever happens exclaims Elizabeth i am the wife of the prince of spain crown rank life all shall go before I take any other husband. 10

**PENMANSHIP.**—1. Make the elementary principles from which all the letters (both small and capital), are formed. 10

2. Describe what you consider a proper position for writing. 10

3. What principles combined form the letter *x*? the letter *a*? 10

4. Analyze the capital *A*; the capital *O*. 10

5. What is meant by a *space in width*? a *space in height*? 10

**NOTE.**—Your writing, in answering the above questions, will be taken as a specimen of your penmanship, to be marked 50 to 0.

**ARITHMETIC.**—1. Find the cost of 9 books at  $16\frac{2}{3}$  cents each; 6 at  $66\frac{2}{3}$  cents each; 6 at  $33\frac{1}{3}$  cents each; and 32 at  $6\frac{1}{4}$  cents each, by aliquot parts. proc. 5, ans. 5.

2. From  $\frac{9}{11}$  of a ton subtract  $\frac{9}{11}$  of a cwt. proc. 5, ans. 5.

3. A quadrangle is 409 feet by 309 feet: A walks from the north-east corner directly to the center, and thence directly to the north-west corner; how far does he walk? proc. 5, ans. 5.

4. What will it cost to lay a brick walk 9 dekameters long and 15 decimeters wide, at \$9 a square meter? proc. 5, ans. 5.

5. What will be the face of a note for 78 days with grace, which, discounted in bank at 8% per annum will yield \$1,000? proc. 5, ans. 5.

6. Divide the product of 30, 45, and 60 by the product of 15, 30 and 45, cancellation. proc. 5, ans. 5.

7. Divide 320 acres, 480 acres, and 640 acres into equal farms of the largest size possible. proc. 5, ans. 5.

8. What will be the depth of a cistern 9 feet in diameter that will hold 100 bbls? proc. 5, ans. 5.

9. How much water must be added to 100 gals. of wine worth \$1.57 per gal. to reduce its value to \$1 per gal? Proc. 5, ans. 5.

10. A man sells goods for 30% profit, taking a note for the amount; if he sells the note at 15% discount what is his net profit? proc 5, ans. 5.

**GEOGRAPHY.**—1. Which is the larger, Europe or North America? How does Europe compare in size and population with Asia? 5, 5.

2. Define an estuary. An archipelago. A delta. An oasis. A valley. 5 pts, 2 each.

3. Name the mountain systems of North America. Define a mountain system. 5, 5.

4. Name and give the length of three principal rivers in South America. One in Asia. One in Europe. 5, 2 each.

5. Describe Newfoundland. For what is it noted? 6 4

6. Describe the surface of California. The climate. 5

7. How are the British Provinces of North America divided? Describe the government of these provinces. 5

8. What are whirlwinds? Waterspouts? 5

9. What are perennial springs? Intermittent? 5

10. Where is the great plain of North America? What are the principal plains of Africa? 5, 5.

THEORY AND PRACTICE.—1. What objects would you have in view when hearing a recitation? 20

2. Upon what principle does the maintenance of order during a recitation depend? 20

3. What would guide you in assigning lessons to a class? 20

4. What would you do with a pupil who is in the habit of neglecting his lessons? 20

5. What are the teacher's duties at recesses? 20

PHYSIOLOGY.—1. How do arteries differ from veins? 10

2. How is the temperature of the body maintained? 10

3. How is venous blood changed into arterial blood? 10

4. What conditions should regulate the amount of food? 10

5. Why is it injurious for children to begin walking too soon? 10

6. What effect has corrupted air on a crowded audience? 10

7. Do the particles that compose our bodies remain the same? 10

8. How do mental states affect the circulation? 10

9. How are broken bones re-united? 10

10. Why does sleep require an increase of clothing? 10

ORTHOGRAPHY.—1. How many articulate or elementary sounds in the English language? 10

2. Into what three general classes are these sounds divided? Give examples of each. 2 pts, 5 each.

3. How many and what sounds does the letter *a* represent? [Represent each sound by the proper notation.] 2 pts, 5 each.

4. How many and what sounds has *th*? Give examples. 2 pts, 5 each.

5. How many and what sounds compose the words *been*, *piece*, *prophet*, *journey*? [Represent each sound by the proper letter.] 10

6. Into what two general classes are the letters of the English alphabet divided? Give example of each. 10

7. What is a *diphthong*? 10

8. When is a diphthong called *proper*, and when *improper*? Give examples of each. 2 pts, 5 each.

9. What is meant by *accent*? Write a word which has the accent on the *penult*? 2 pts, 5 each.

10. What is a *syllable*? Write two words in which a single letter constitutes a syllable. 2 pts, 5 each.

READING.—1. Name three things *essential* to the correct reading of a sentence. 10

2. How may the pupil's ability to call all the words in his reading lesson at sight be ascertained? Give your method. 10

3. What is *articulation*? 10

4. What constitutes a thorough class-drill in articulation? Give the different exercises. 10
5. How may the meaning of words best be taught to children? 10
6. What should constitute the *study* of a reading lesson? Let your answer be applicable to the grade of pupils you are teaching, or expect to teach. 10
7. What is meant by the *natural key* or pitch in reading? 10
8. What is meant by *inflection*? 10
9. Write a sentence which should read with the *rising inflection*. 10
10. When may "concert reading" be used with advantage? 10

U. S. HISTORY.—1. What is the difference between Biography and History? 10

2. Give three reasons for teaching United States History in the common schools. 3 pts, 4 off ea.

3. Into what three periods may the political history of the United States be divided? 3 pts, 4 off ea.

4. Give an account of the Stamp Act, 1765. 10

5. Name three important American inventions. 3 pts, 4 off ea.

6. Write a sketch of Patrick Henry. 10

7. Name five important battles in United States History. 5 pts, 2 each.

8. Give an account of the Emancipation Proclamation, January 1, 1863. 10

9. Give a sketch of the early history of Indiana. 10

10. Give as complete a list as you can of Indiana authors of books, with the titles or subjects of their books. 10

NOTE.—No answer to exceed ten lines.

#### ANSWERS TO STATE BOARD QUESTIONS FOR SEPTEMBER.

WRITING.—1. (a) Instruct them how the pen should be held.  
(2) Drill, by use of simple movements, until the correct manner of holding the pen is mastered.

2. The left curve in writing is a part of the left side of an oval.

3. 1 2 3 4 5 6 7 8 9 0.

4. At the age of eight years.

5. In an ungraded school I would form two classes, and assign to each a copy-book suited to the advancement of the class. I would have the two classes write at the same time. Give instruction to one class, then assign a definite number of words or lines to be written. I would then give instruction to the second class, then assign definite work to be written. Then give attention to the work of the first class. After the necessary criticism and instruction assign more work; then give attention to the second, and so on during the time for the exercise.

ARITHMETIC.—1.  $a$   $1 - (\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4}) = \frac{1}{2}$ .  $b$  As 400 bus. =  $\frac{1}{2}$  of the crop, the crop will be  $\frac{1}{2}$  of 400 or 1400 bus.

2. As the first number is 300 larger than the second, 2100 must be 300 more than twice the smaller number, which would therefore be 900. The larger being 300 greater, would therefore be 1200.

3. As a fraction shows the ratio between its terms, the division of both terms by the same divisor does not change the ratio; therefore the value of the fraction is not changed.

$$\begin{array}{r}
 4. \ .0777 \overline{) .3330} \mid 4.285 \overline{) .0777} \text{ Proof. } 4.285 \overline{) .0777} \\
 \underline{.3108} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \\
 2220 \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \\
 \underline{1554} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \\
 6660 \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \\
 \underline{6216} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \\
 4440 \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \\
 \underline{3885} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \\
 555 \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000}
 \end{array}$$

5.  $a$  £1050.6s = 21006s.  $b$   $21006 \times 23.2 = 487339.2$ .

Ans. \$4873.39.2.

6.  $a$  As A travels 6 miles an hr. he will travel 33 miles in  $5\frac{1}{2}$  hrs.

$b$  As B travels 9 miles an hr. he will gain 3 miles an hr. on A.

$c$  As B gains 3 miles an hr. on A, it will take him as many hrs. to overtake him as 3 is contained in 33, or 11 hrs.

$$\begin{array}{r}
 7. \quad 1050 \overline{) 219} \\
 \phantom{1050} 24 \overline{) 1500} \\
 \phantom{1050} 2 \overline{) 5} \\
 \phantom{1050} 3 \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000} \phantom{0000}
 \end{array}$$

Ans. \$562.50.

8.  $a$  Cost = 100%. duties = 30%, commission = 26%, freight = 10%, profit = 34%.

$b$   $100\% + 30\% + 26\% + 10\% + 34\% = 200\%$ .

$c$  As \$10. = 200%, \$5. = 100%, or cost.

9.  $a$  Similar volumes are to each other as the cubes of their similar dimensions.

$b$  As the volumes are to each other as 8 to 1, the cubes of their edges will be as 8 to 1, and the edges be as 2 to 1.

$c$  The edge of the smaller cube being 1.7 ft., that of the larger will be twice that, or 3.4 ft.

$d$  The surface will therefore be  $3.4 \text{ f}^2 \times 6 = 69.36 \text{ s. f.}$

10.  $a$  The area of the head of the cylinder will be  $2 \text{ f}^2 \times 3.1416 = 12.5664$ .

$b$  The volume of the cylinder will be  $12.5664 \text{ c. f.} \times 30 = 376.992 \text{ c. ft.}$

**GEOGRAPHY.—1.** A change from summer to winter would be experienced.

2. Greenland is supposed to be an island. This can not be accurately determined on account of the severity of the climate.

3. It is caused by the salt which is being constantly washed out of the soil and rocks and carried by rivers into the ocean.

4. A small part of Alaska. They differ chiefly in their manner of living.

5. Barbarous nations have no fixed homes, while civilized nations have homes and settlements. The former live by hunting and fishing, while the latter cultivate the soil, carry on mechanical trades, and engage in commerce.

6. The coal fields of Eastern Pennsylvania produce anthracite coal; the western fields produce bituminous coal.

7. From Maryland and Pennsylvania. The original area was ten miles square. Virginia.

8. Great Britain includes England, Scotland, and Wales. England is the largest; Wales is the smallest.

9. Mediterranean and Red Seas.

10.

Country.	North Boundary.	East Boundary.	South Boundary.	West Boundary.	Capital.
Peru.....	Equador.	Brazil and Bolivia.	Bolivia.	Pacific Ocean.	Lima.
Spain.....	Bay of Biscay and France.	Mediterranean Sea.	Atl'c Oc'n, Str'ts Gib., Med. Sea.	Atlantic Ocean.	Madrid.

**READING.—1.** A good definition should be brief, accurate, clear, and comprehensive. The words should be simple, and so grouped that they show the pupil's knowledge of each word as well as the thought endeavored to be conveyed by the assemblage of words.

2. *a* It increases their vocabularies; *b* it teaches them to make delicate distinctions in the use of words; *c* they are thus caused to select fit words to express their thoughts, and to weigh their speech before it is uttered.

3. If pupils are taught to recognize words at sight, *a* they can pronounce more readily; *b* they give more attention to the thought and less attention to the mechanical utterance of words; *c* their minds being free from any prospect of embarrassment, they enter more heartily into the spirit of the author.

4. As a general rule, emphasis is to be determined by the sentiment expressed and by the relative importance of words or expressions in a sentence or paragraph.

5. "The stag at eve had drunk his fill,  
 Where danced the moon on Monan's rill,  
 And deep his midnight lair had made  
 In lone Glenartney's hazel shade ;  
 But when the sun his beacon red  
 Had kindled in Ben Voirlich's head,  
 The deep-mouthed blood-hound's heavy bay  
 Resounded up the rocky way,  
 And faint, from farther distance borne,  
 Were heard the charging hoof and horn."

In what country is this scene located? What is a stag? What kind of stag is here referred to? What habits of the stag are mentioned? What figures of speech used? Locate "Monan's rill." Locate Glenartney R. Why is its shade called "lone"? Meaning of the figurative language used in the 5th and 6th lines? What is a blood-hound? To what historical use have blood-hounds been put? Why are they called "deep-mouthed"? What is the general scene intended to be illustrated in this stanza? From what is it selected?

GRAMMAR.—6. "*It took Rome three hundred years to die,*" is a simple declarative sentence ; subject, *it, to die* ; predicate, *took Rome three hundred years* ; grammatical subject, *it*, modified by the verbal noun *to die*, in apposition. (Or *it* may be disposed of as an expletive, and *to die* be made the grammatical subject.) *Took* is the grammatical predicate, modified by its object *Rome* and by the adverbial phrase *three hundred years*. *Years* is the principal word in this phrase, modified by the compound numeral adjective *three hundred*.

10. A wealth of gifts God grants the race of man,  
 And each gift has its own peculiar price ;  
 Strength, courage, wisdom, love and loveliness :  
 Yet one, the smiles of God supremely bless ;—  
 The heroic beauty of self-sacrifice.

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## MISCELLANY.

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RENSSELAER is about to erect a new school building which will be a model for beauty and convenience.

MONTICELLO.—The school board here has advanced the pay of all teachers  $12\frac{1}{2}$  per cent. for the coming year.

STEBEN COUNTY.—The time of holding the Steuben County Institute has been changed from Nov. 20th to Nov. 13th.

U. C. COLLEGE, at Merom, has re-opened with a good attendance. Its new President, Rev. Elisha Mudge, has made a good impression.

ANTIOCH COLLEGE has re-opened with about 100 students, which is considered a good beginning. Rev. O. J. Waite, of New York, is its President.

GRANT COUNTY has furnished the largest *paid-up* club to the School Journal this season. *Seventy-six* subscribers and *ninety-five* dollars at one shipment will do pretty well.

FRANKLIN COUNTY sends the largest club and the largest per cent. of teachers. The institute numbered 93 bona fide teachers, and the club to the Journal numbered *ninety-one*.

WANTED—*June Journals*.—We have run short of June Journals, and wish to have a few returned, in order that those who lack this number may complete their files. Any one sending the June number for 1882 in good condition will have the time of his subscription extended one month.

The National Normal School at Lebanon, Ohio, has just entered upon its twenty-eighth year, and is in a more prosperous condition than ever. Mr. Holbrook, the well known principal, has, during the past summer, erected a new three-story brick school building, containing a hall with a seating capacity of 1200.

The Northern Indiana Normal School and Business Institute, at Valparaiso, which is the largest school of its class in this country, has opened its new year with its new building and other new facilities, and its prospects bright and still growing brighter. H. B. Brown, the ever affable gentleman, is the power behind the throne.

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### COMMON SCHOOL GRADUATES.

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#### THE RESULT OF THE WORK IN DELAWARE COUNTY.

The schools of this county are divided into six grades, the last of which is designed to be the completion of the "common school course," and for which a graduating certificate is given, after passing a satisfactory examination.

During the past year the grade-work has been strictly adhered to, and as a partial result the county superintendent has examined one hundred and four applicants, to ninety-four of whom he has issued certificates of proficiency. Examinations have been held in ten out of the twelve townships of the county, and in addition two special examinations. The least number of applicants from any one township was three, and the greatest number seventeen. All the townships but one were represented.

During the last week of the Summer Normal a "Reunion" of these graduates was held at the high school building, at which fifty-five out of the ninety-four were present. The programme had been arranged by a committee of their own choosing, and consisted of essays, declamations, selections, etc., nicely rendered. The time for the exercises had been arranged to begin at two o'clock. Promptly at two the band of "Common School Graduates" (each of whom wore a badge bearing the letters "C. S. G."), headed by the county superintendent, marched into the study-room, forming a semi-circle at its front. When the name of the graduate was called he responded promptly and in a creditable manner. The audience, which was large, was well entertained and pleased. At the close of the exercises (a part of which was postponed until evening owing to the lateness of the hour), a paper entitled "The Advantages of a High School Education," was read by Miss Flo. Carpenter, of Muncie. The thoughts were practical and the paper highly enjoyed.

The "Advantages of the State University" was presented by Mr. Chas. Austin, followed by Miss Minnie Young, a graduate of the State Normal School, who presented the advantages of that institution. Mr. William Driscoll, who had just completed a five years' course in Purdue University, gave a description of that institution and the advantages of each department. At the close of this address a few remarks were made by the county superintendent, and the audience was dismissed.

Great has been the work done in this county during the past year. We feel assured that the common schools of Delaware county stand on a better footing to-day than ever before. This progress has not been without great labor, or without many barriers thrown between the steps thereof. Notwithstanding the obstacles, however, with the untiring energy of A. W. Clancy, the county superintendent, aided by his faithful teachers, Delaware county is bound to rank higher and higher in the scale of education, until at last she stands out the "brightest of all bright lights" in the educational constellation of Indiana.

A TEACHER.

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## COUNTY INSTITUTES.

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**ADAMS COUNTY.**—The Adams County Institute was held at Decatur, Sept. 4th to 9th. Enrollment of teachers 134, with an average attendance of 111. The principal instructors were W. H. Myers, J. H. Walters, L. W. Luckey, E. D. Brothers, G. Walter Dale, and Mrs. O. P. Kinsey. Evening lectures were given by Rev. M. M. Gleason, Mrs. O. P. Kinsey, and G. Walter Dale. The outline prepared by the State Board was followed by the instructors.

The growth of education in the county was very noticeable in the interest manifested by the teachers, and the efficient management of Supt. G. W. A. Luckey made the institute a decided success.

Among the resolutions adopted were the following :

1. That we view with the deepest interest the progress made in the schools of the state under the excellent plan of county superintendency, which has been in operation for the past four years; and that we do not hesitate to record our unqualified approval of this feature of the school system.

2. That we, the teachers of Adams county, return our thanks to the county superintendent, G. W. A. Luckey, for the efficient manner in which he has conducted this institute, and that we take pleasure in expressing our appreciation of his ability, and congratulate him on the *rapid progress* the schools of our county have made under his supervision.

LUCY YOUNG, Sec'y.

CASS COUNTY —The institute for this county was held the week beginning August 21st. It is reported *very satisfactory*. The instructors were Messrs. Walts, Wood, Legg, Studebaker, Williamson, and Pinkley, directed by county superintendent Berry. The enrollment was 140. The summer normal that preceded was very successful. It enrolled 83.

CLARK COUNTY.—The teachers of Clark county convened at Charlestown, in their eighteenth annual session, August 14th. The session was of more than usual interest, and was better attended than last year's session. The enrollment reached 130, with an average daily attendance of 78.

D. Eckley Hunter was present all week. C. E. McVay, of Cincinnati, was present three days. On Wednesday evening Mr. Hunter delivered a lecture—subject, "How the West was Won." On Thursday evening a social was held, after which all repaired to Alpha's Ice-cream Parlor, where cream was served and toasts responded to by several of the teachers and Supt. Goodwin.

On Friday afternoon Prof. Goodwin was presented with Bancroft's Histories and Bacon's Philosophical Works, as a token of the esteem and regard with which the teachers of old Clark hold their retiring superintendent.

Prof. Goodwin is Clark county's first and only superintendent, and the esteem in which he was held is clearly manifested by the following resolution :

*Resolved*, That in the departure of Prof. Goodwin, we shall experience a loss that can not easily be replaced, and we sincerely regret to part with him as our leader. As an instructor we shall miss him, as a citizen his place can not well be filled. Recognizing his executive ability, and moral worth, we cheerfully recommend him to his

patrons in his new field of labor; and realizing the excellence of his work as our superintendent, we sincerely hope that his successor will follow, as far as possible, his plans in superintending our schools.

E. M. TEEPLE, *Sec'y.*

CLAY COUNTY.—Institute was held at Brazil, beginning August 14th. The enrollment was 83 the first day, and increased to 148. The principal instructors were A. C. Shortridge, of Indianapolis; Dr. Scovell, of Terre Haute; and G. W. Dale, of Danville. The institute was visited and addressed by Supt. Allen, of Vigo county, and O. H. Smith, of Danville. Good work was done by several of the home teachers. Mr. Shortridge's lectures during the week were of inestimable value to the teachers, as they presented not only the *kind* and *amount* of *work* to be done in the school, but also the *characteristics* of the *good* school, and the *competent* teacher. An interesting feature of the session was the entertainment given on Tuesday evening by the Normal Literary Society. State Supt. Bloss delivered a lecture on Thursday evening. On Friday evening Prof. Dale gave a rare elocutionary treat to a full house, after which the institute was invited to meet socially at the residence of James M. Hoskins.

The following resolutions adopted, show the good feeling existing between the teachers and school officers :

*Resolved*, That our county Supt., J. W. Stewart, deserves our thanks for his uniform kindness, and that his administration of the office of county superintendent meets with our hearty approval.

*Resolved*, That we will heartily cooperate with the county Board of Education in any work they may undertake, looking to the betterment of our public schools.

MOLLIE V. HOSKINS, *Sec'y.*

CLINTON COUNTY.—The annual Teachers' Institute of Clinton county, under the supervision and management of Supt. W. H. Mushlitz, closed a most successful session on the 25th of August. Order and harmony prevailed throughout. The attendance was at least 20 per cent. more than in any previous year, and the most marked approbation was expressed of the character of the work done. The instructors were R. G. Boone, Jesse H. Brown, M. E. Locke, Geo. F. Bass, Warren Darst, Hon. A. K. Griggs, and Hon. John M. Bloss. The ennobling sentiments poured out can not but have inspired the most indifferent and sluggish.

If the writer is correctly informed, about 120 copies of the Indiana School Journal are now sent to this county, which is an indication of the enthusiasm of her teachers and the interest taken by her school officers.

During the normal school which preceded the institute, R. G. Boone, who is a host in himself, with the constant encouragement

of the county superintendent, organized a professional reading class of over 25 teachers. The object is to read and discuss during the coming year such authors as Baine, Bascom, Spencer, Haven, Day, Johonnot, Hecker, and others.

In conclusion I desire to say that the day is here when the teacher must familiarize himself with the principles of his profession, or else be excluded because of the stern demand of public sentiment.

\* \* \*

**FRANKLIN COUNTY.**—The Franklin County Institute was held at the Town Hall, in Brookville, Aug. 28th to Sept. 1st. The instructors followed in general the plan of work prepared by the State Board. The superintendent varied the programme by introducing an exercise each session by a home teacher. The work was all practical and calculated to aid the teacher in his regular school management. J. H. Hays, of Connersville; H. M. Skinner, Isaac Carter, and M. A. Mess, of Brookville, were the principal instructors. The institute was particularly notable for its spirited discussions on the part of the teachers.

A County Teachers' Association was organized, the first meeting of which is to be held at Brookville on the 26th of December. A resolution was passed endorsing the work of Supt. Mess; also one praying the Legislature to amend the school law for the purpose of increasing the amount of money appropriated for the support of institutes to one hundred dollars.

\* \* \*

**GRANT COUNTY.**—Grant County Teachers' Institute met in session Monday, August 28th. The workers were T. J. McAvoy, of Indianapolis; Mrs. Emma McCrea, of Muncie; A. E. Humke, of Wabash; and Mr. J. M. Olcott, of Indianapolis. The home workers were A. H. Hastings, Supt. of the Marion schools, and T. D. Tharp. The attendance was greater than for several years; number enrolled 140.

Mrs. McCrea lectured Tuesday evening to a large audience of citizens and teachers, on the subject "Beyond the Schools."

The work throughout was excellent, and all went away much benefited.

Much credit is due to G. A. Osborn for the manner in which he conducted the institute, and the efficient work he is doing for the schools of Grant county.

Quite a good sum was subscribed for the monument to be placed at the grave of Milton B. Hopkins.

D. C. SEARLES, *Sec'y.*

**HENRY COUNTY.**—Among the abroad instructors at the institute this year were W. H. Payne, Prof. of Pedagogics in Michigan University, Geo. P. Brown, Emma Mont. McRae, G. W. Dale. Among the home talent was Henry Gunder, Supt. of the New Castle schools.

The work was most excellent, and the teachers were greatly pleased and profited.

HOWARD COUNTY.—The Howard County Teachers' Institute was held at Kokomo, beginning August 28, 1882. The forenoon of the first day was spent in the organization by Supt. J. W. Barnes, and work began at 1:30 P. M.

The enrollment for the first day was 94, which was increased to 115. The principal instructors were Supt. J. W. Barnes and H. G. Woody, of Kokomo; G. W. Dale, of Danville, and Elmer Henry, of the State Normal. The work gave general satisfaction.

On Wednesday evening a literary and musical entertainment was given by G. Walter Dale, at the Opera House. This was highly appreciated.

The teachers of the county organized a County Teachers' Association. This association will meet on Friday before Holidays, and continue in session two days.

At the close of the institute the teachers showed their appreciation of the services of their worthy superintendent by presenting him with copies of Carleton's and Whittier's Poems.

ARVILLA DYAR, } Secretaries.  
J. E. LOCKE, }

HUNTINGTON COUNTY.—The institute this year was one of the largest and most enthusiastic ever held in the county. Supt. E. A. McNally had arranged for an excellent corps of instructors, and the work was very satisfactory to the teachers. The principal instructors were Miss Fidelia Anderson, of Indianapolis high school; A. D. Mohler, of Lima; E. A. Collins, and J. A. Vergon. The visit of State Supt. Bloss was highly appreciated. A permanent Teachers' Association was organized. Resolutions were passed thanking the instructors and heartily endorsing the county superintendent; also urging trustees to establish township graded schools. Maggie Campbell was secretary.

JASPER COUNTY.—Jasper County Teachers' Institute convened at the Court House in Rensselaer, August 28th, and continued in session *two weeks*. The principal workers were D. W. Thomas, of Wabash; D. E. Hunter, of Bloomington; and Geo. F. Bass, of Indianapolis. An outline furnished by county superintendent closely followed; and it is believed that the instructions given will be of great value, particularly the exercises in Geography and United States History, by Mr. Hunter; Pedagogics, by Mr. Bass; and School Management, by Mr. Thomas. Special attention was given to Language and Object Teaching, and to a Geographical Game, in which James Pierce won prize—paddle.

Tuesday evening of the first week, John M. Bloss, State Supt. of

Public Instruction, gave a lesson on the "General Culture of the Teacher," which was one of the most interesting features of the entire session.

Thursday evening, Mr. Thomas gave a lesson on "School Government," received with delight and profit.

Tuesday evening of the last week, Mr. Hunter lectured on "How the West was Won," subject well treated. H. B. Brown, of Valparaiso, was with us the last Thursday, and gave instructive lessons on Grammar and Arithmetic.

All join in saying that the institute just closed was one of the most successful ever held in the county, for which our worthy superintendent, D. B. Nowles, deserves much credit. V. F. B.

NEWTON COUNTY.—The teachers of Newton county met in their seventeenth annual institute August 28th. Organization was quickly effected, and Supt. Hershman introduced work with an able and instructive address to the teachers. The programme arranged by the State Board of Education was used as our plan of work, and proved highly satisfactory. W. M. Sinclair, of Kentland high school, conducted the exercises in Reading. Messrs. Jenkins, Fagan, and Halleck were our instructors in the various remaining branches. State Supt. Jno. M. Bloss was with us, and lectured to a large audience. He also gave an interesting talk to the institute. Cyrus Smith, of Indianapolis, smiled on us, gave some excellent instruction, interspersed with the usual flow of wit. Mr. Hanson, of Greenhill Seminary, spent Friday with us, and gave instruction in Phonics.

ALICE SHEAR, *Sec'y.*

OHIO COUNTY.—The Ohio County Teachers' Institute convened at the Rising Sun public school building, August 7th. Institute called to order promptly at 10 A. M., by county Supt. C. M. Marble. The instructors were P. P. Stultz, T. G. Alford, S. S. Overholt. The outlines prepared by the State Board of Education were followed closely and proved to be a great help. Special lessons were given in Civil Government. Nearly all the teachers of the county, and quite a large number from adjacent counties were in regular attendance. It is conceded by every one who attended that the institute was a grand success. \* \* \* \*

ORANGE COUNTY.—The institute commenced at Paoli Sept. 4th. Teachers enrolled first day 112, and increased each day until on Friday the enrollment was 139. This is 17 more than attended last year; the visiting list was much larger than usual. Eli F. Brown, of the State Normal, spent the whole week with us, and each day gave a lesson in Arithmetic, Pedagogics, History, and Drawing. F. P. Smith, of Orleans high school, instructed in Philosophy and Geography. E. F. Sutherland, of Paoli, Grammar and Music. Hon.

Theo. Stackhouse, Civil Government. J. L. Smith, of Paoli, Writing. S. F. Fox, Reading. The following lectures were given: On Tuesday evening, E. F. Sutherland, "Astronomy"; Wednesday evening, Eli F. Brown, "Border Life during the Rebellion"; Thursday evening, F. P. Smith, "The Teacher, the Architect of America's Future." It is conceded by all that this was the best institute ever held in the county. The true aim of the institute was kept in view by all the workers, and the "*how to teach it*" was the manner in which every subject was discussed. This was appreciated by the teachers, and a resolution of thanks to Supt. Faucett was unanimously adopted for securing the ablest of our home workers, and also one of the ablest of our foreign workers, to make this session a success. E. F. Sutherland received 55 subscribers for the Indiana School Journal.

LOTTIE HATFIELD, *Sec'y.*

OWEN COUNTY.—A few notes from this county may not be out of order. I do not know Mr. McAuley's intention in regard to reporting the institute; but I do know it was a very interesting and profitable week's work. One hundred and sixty were enrolled; the outline was quite closely followed; a larger number participated in all the exercises, and better results were secured than for two years past. The feeling is general that teachers must work, if they desire to stand well with the superintendent and trustees of Owen county.

An important measure undertaken by this institute is "Comparative School Work." A committee of three was appointed to prepare questions, arrange the plans, and manage the details. The questions will be printed and sent under seal to the teachers desiring to try them in their schools. Arithmetic and spelling were selected for work this year. Two grades of questions will be prepared. The examinations on these questions will occur the same day in February, 1883. About thirty teachers have agreed to try them. The papers will be placed on exhibition next year at the institute. The Spencer schools opened last Monday, with an enrollment of four hundred. Our board has prepared a new high school room, and made some other pleasing changes.

SAMUEL E. HARWOOD.

PULASKI COUNTY.—This institute met Sept. 11th. County Supt. W. E. Netherton had general control, and received, as is his wont, a large, prompt, and regular attendance. There are about 90 schools in the county, and more than 100 names are enrolled. The principal instructors were John M. Bloss, W. A. Bell, H. B. Brown, Miss Baldwin, Mr. Martin, Supt. Williams, of Fulton county, and L. J. Hancock. With this corps of instructors the work could not be otherwise than satisfactory.

Evening lectures were delivered by Messrs. Bloss, Simons, and Bell. They were well attended and appreciated. As this was State

Supt. Bloss's first visit to the county, his work was specially enjoyable to our teachers. As a mark of respect nearly the entire institute accompanied him to the train when he left. L. J. Hancock was secretary.

**RIPLEY COUNTY.**—The Ripley County Institute convened at Versailles, August 21st. T. Bagot, President; Philmer Day, Vice-President. The exercises were conducted by some of Ripley's best teachers; but the recitations in Grammar and Arithmetic, conducted by W. E. Lugenbeel, President of Mitchell Normal School, and also Pedagogics, by Prof. Geo. P. Brown, of the State Normal, were the main features of the week.

According to previous arrangement the Oratorical Contest was held Monday evening. A committee of three was appointed to arrange for a contest for the next year. The work of the display, continued from last year, was examined, and the premiums awarded. The specimens being much better than the previous year, it was decided to continue the work in this direction.

Tuesday evening Prof. Lugenbeel gave a very interesting lecture on "Self-Culture," to a large and appreciative audience. It was decided to form a County Association, the first meeting to be held in Versailles, Jan. 1st and 2d, 1883. On Wednesday evening Prof. Brown gave an able lecture on "The Relation of the Mind to the Body." The work in outlining was used this year more than ever before, and the fact of our teachers becoming aroused to the work was apparent. There was an enrollment of 160, and good attendance. The teachers' social was held Thursday evening, and a very interesting programme carried out.

The following resolution was passed:

*Resolved*, That our most sincere thanks are due our worthy Supt., Thos. Bagot, for the excellent manner in which he has conducted the institute, and his ceaseless efforts in advancing the educational interests of our county.

CLAUDIA TRUITT, *Sec'y.*

**SCOTT COUNTY.**—This institute was held the last week in August. It was largely attended, and the usual good interest maintained to the end. The principal instructors were Jas. M. Philpott, of Blomington; F. E. Andrews, Charlestown; D. S. Kelley, Jeffersonville; and Jas. F. Ervin, A. N. Munden, and W. D. Chambers, home talent. The institute "resolved" that as there was a return to prosperity, and the price of living had advanced, the wages of teachers ought to be correspondingly advanced.

**TIPPECANOE COUNTY.**—The attendance of the institute this year was about 160. The interest has been unusual. The work was practical. The chief instructors were E. E. Smith, Prin. of Purdue Academy, and Miss Kate Huron, teacher in the Danville Normal

School. It seems a better plan to divide the work between two competent instructors than to scatter it among many. It gives better opportunity for methodical, consecutive work in the different subjects.

UNION COUNTY.—It is readily agreed by every teacher that we have seldom spent a more pleasant week than that of our county institute, which convened in high school building at Liberty, August 28, 1882. Our county superintendent, C. W. Osborne, having everything in readiness, the organization was soon completed and work was begun without delay. A. B. Johnson, of Avondale school, Hamilton county, Ohio, gave very interesting lessons each day (except Monday) on Arithmetic, Penmanship, Language, and Theory of Teaching. J. F. Warfel, of Ladoga, instructed in Physiology, History, Reading, and Geography. The last day's lesson, on Physiology, was made very interesting by the dissecting of a cat.

A question box, headed by Prof. Short, was an important feature the last two days.

Able lectures were given by Prof. Johnson on Tuesday and Thursday evenings; subject Tuesday evening, "The Property of Science," Thursday evening, "Educational Hints."

A lecture was given on Wednesday evening by Prof. Warfel; subject, "The Pupil, Teacher, and Patron."

On Friday evening the teachers gave a literary entertainment to a crowded house.

Although Union is a small county, she made an average daily attendance of 48, with an enrollment of 54.

H. E. DUBOIS, Secretary.

WELLS COUNTY.—The Teachers' Institute of Wells county was held at Bluffton, beginning Sept. 4, 1882, and continuing five days, and was one of the most successful ever held in this county. The institute was divided into two sections, and this served to greatly aid the work. Supt. Ernst was ably assisted by Samuel McCrea, of Vincennes; P. A. Allen, of Bluffton schools; and W. E. Ashcraft, of Ossian schools. Prof. Olcott, of Indianapolis, also put in an appearance, and delivered an interesting and instructive lecture.

Enrollment 124.

G. W. MILLER, Sec'y.

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## PERSONAL.

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W. T. Lucas remains in charge at Patoka.

Robert C. Duncan is principal at Oakland City.

S. P. McCrea exchanges Francesville for Bruceville.

N. H. Motsinger is superintendent of the Shoals schools.

Samuel E. Harwood still superintends the Spencer schools.

T. J. Sanders is the new superintendent of schools at Butler.

Temple H. Dunn remains in charge of the Lebanon schools.

A. C. Jones, formerly of Monrovia, is now teaching at Ladoga.

J. C. Houchen, of Zionsville, has taken charge of the Fortville schools.

Henry Gregory, Jr., is the new principal of the Leavenworth schools.

J. F. Scull, of Winamac, is now superintendent of the Rochester schools.

George Sand, of the State Normal, is principal of the Rossville schools.

D. B. Huston, formerly of Indiana, is now principal of the schools at Tekama, Neb.

R. H. Harney has been promoted to the principalship of the Lebanon high school.

C. P. Mitchell has been promoted to the superintendency of the Rensselaer schools.

James P. Carr has been appointed superintendent of Clark county *vice* A. C. Goodwin, resigned.

L. J. Hancock, last year of Rochester, has been elected superintendent of the Winamac schools.

W. E. Netherton, Supt. of Pulaski county, was married Sept. 10th, to Miss Caddie E. Ross, of Francisville.

Laura E. Agan, after teaching ten years in the Washington schools, has accepted a similar position at Huntington.

W. H. Clemens has been promoted to the superintendency of the Tipton schools. He is a graduate of the Valparaiso Normal.

H. M. McKnight, of Crawfordsville, has been elected superintendent of the Covington schools *vice* J. Warren McBroom, resigned.

J. A. Snoke, Supt. of the Princeton schools, has been doing some vigorous writing on educational topics, for the *Princeton Clarion*.

P. H. Kirsch has again been re-elected principal of the Linden schools. This is his third year; each time with an increased salary.

M. A. Mess, Supt. of Franklin county, favored the editorial sanctum of the Journal with a short call recently, and reported his county work in a prosperous condition.

J. G. Royer has entered upon his seventh year as superintendent of the Monticello schools. He has taught at that place seven summer normals, the last one numbering 60.

L. W. A. Luckey, of Decatur, brother of county Supt. Luckey, was married September 14th, to Miss Lucy Stone. Wedding presents exceeded in value \$600. It pays in more ways than one to marry.

W. De M. Hooper, who has been superintendent of the Rensselaer schools for the past two years, has left the school work for the present on account of ill health, and is located at Indianapolis in the insurance business.

Lieut. W. R. Hamilton, who is to give instruction in the department of Civil Engineering at Purdue, does not leave Greencastle. He still continues to give most of his time to Asbury University. He is making the military department of Asbury very attractive.

J. Warren McBroom has resigned the superintendency of the Covington schools, to take the business management of a large milling and grain establishment at Crawfordsville. The sudden death of his father-in-law has brought about this change, and Mr. McBroom hopes at some time to return to the profession of his choice.

F. M. Allen, last year superintendent of the Muncie schools, has been elected superintendent of the Denver, Col., schools, at a salary of \$2,160. Mr. Allen was in this state but a single year, and labored under many embarrassments, but succeeded in making a good impression and leaving behind him many warm personal friends.

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## BOOK TABLE.

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*The Independent* is the name of a new weekly paper published at Indianapolis. It is independent, newsy, racy, and well worth its price, \$2.00. Sol. Hathaway is editor and proprietor.

*Little Folks' Reader* is the name of a little 16-page double-column monthly, published by D. Lathrop & Co., of Boston. It is adapted to First and Second Reader children. The illustrations are profuse and of the best style. It will delight and profit any child. Price 75 cents a year.

*The Wide-Awake*, one of the best magazines in the world for boys and girls, is published by the same house. The best writers for the young are employed to write for it, and it is worth many times its cost to any family in which there are children old enough to read it. Price \$2.50.

*The Atlantic Monthly* is well known to the reading people of the United States as one of the oldest and best literary magazines published. It is not illustrated, but its pages are filled with the best thoughts of the best thinkers of the land. It is published by Houghton, Mifflin & Co., Boston, Mass. Price \$4.

*After Supper* is the name of a new 8-page 4-column paper started in Indianapolis by Jos. C. Talbott, Jr., and M. L. Reinhart. Mr. Reinhart is editor, and ranks as one of the best of Marion county's teachers. The paper is well filled with matter adapted to the comprehension and needs of boys and girls. It is a good paper for the home and will serve an excellent purpose as a supplementary reader in school.

*English Grammar.* By Gould Brown. New York: William Wood & Co.

Although Brown's Grammar is not quite so fashionable as once it was, the teachers of this day who made acquaintance with it in early life, always quote it as authority, and its general accuracy and excellence make it a *standard* on language. To meet the wants of schools of the present day, and to keep pace with the latter day methods of instruction, a new edition has been issued by the publishers. This edition has received the careful attention of Henry Kiddle, A. M., late Supt. of the schools of New York City, and with the changes made by Mr. Kiddle, whose knowledge of the wants of modern schools makes him a good man for the work, this book must fill the place that the old grammar held to the former generation.

Brown's small grammar has also been revised by the same gentleman. In both books numerous corrections and alterations have been made, but these are not such as to interfere with the original system of the books. With the more modern arrangement of matter is the more modern dress that school-books wear, and which can not fail to commend it to both pupil and teacher.

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# INDIANA SCHOOL JOURNAL.

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NOVEMBER, 1882.

No. II.

## THE CIVILIZED RACES OF ANCIENT AMERICA.—V.

BY A. H. ELLWOOD.

### THE DISCOVERY OF MEXICO, AND HERNANDO CORTEZ.

**O**N the 8th of February, 1517, Hernandez de Cordova, an hidalgo of Cuba, sailed with three vessels to one of the Bahama islands in quest of slaves for the Cuban market. A succession of heavy gales drove him to the south and westward, and after three weeks he found himself upon an unknown coast. It was Cape Catoche, at the northeast extremity of the peninsula of Yucatan. He found the country inhabited, and was astonished at the size and solidity of the buildings, at the skillful cultivation of the soil, and at the beautiful texture of the garments and the exquisite carving of the gold ornaments worn by the natives. Everything indicated a far higher civilization than had before been found in America. He also found a more warlike spirit, being everywhere met with a determined and disciplined resistance. He coasted the peninsula, however, as far as the Gulf of Campeachy; when, having lost 110 men, over one-half his number, and being himself mortally wounded, he returned to die in Cuba.

Diego de Velasquez was then Governor of Cuba, and with quick intelligence he saw the great importance of this new discovery. He therefore immediately fitted out a fleet, under com-

mand of his nephew, Juan de Grijalva, and on the 1st of May, 1518, dispatched it to continue the exploration of the new empire. Grijalva was driven further south, and first landed on the island of Cozumel. He coasted the continent in the same direction as Cordova, everywhere finding traces of a higher civilization; he also learned of the existence of a mighty empire, rich and powerful, lying to the westward. Great stone crosses were found erected in many public places—evidently objects of worship. For this resemblance to his native land Grijalva called the country "New Spain."

Pushing westward, he wound along the coast of Campeachy, entered the Rio de Tabasco, where he was well received and made a profitable barter with the Toltec races inhabiting the border. Despatching Alvarado with one vessel laden with treasures to Cuba, he continued as far northward as the present city of Tampico; bartering with the inhabitants a quantity of cheap trinkets and receiving therefor a valuable cargo of goods and golden ornaments. Grijalva was so favorably received by the western natives that his followers urged him to establish a colony. But the orders of Velasquez had not contemplated such an effort, and Grijalva would not assume the responsibility, although convinced of the importance of the attempt.

After an absence of six months he returned to Cuba, only to learn that upon the arrival of Alvarado, a new and more formidable fleet had been fitted out to follow up his discoveries, while he was received with reproaches for not exceeding his orders and colonizing the country he had explored. The Governor of Cuba, Diego de Velasquez, was a man "covetous of glory but more covetous of gold." Suspicious, jealous and revengeful, he had many enemies and not many devoted friends. It was therefore difficult for him to select a person upon whom he could rely with confidence to lead the undertaking which he was now resolved to prosecute, viz., the conquest of this new and rich Empire of the West. Meanwhile he despatched advices to Spain and to the colonial government at San Domingo asking authority to conquer and colonize the new discoveries. Before either answer arrived he had confided the command of the ex-

pedition to Hernando Cortez, a man the best qualified of all his acquaintances to succeed in this great undertaking, yet the last man—had he known him more thoroughly—to whom he would have confided his personal interest in the adventure.

This remarkable man was born at Medellin, in Estremadura, Spain, in 1485, of a family ancient, though in reduced circumstances. In infancy he was of feeble health, but at 14 he had so far gained in strength as to be sent to the Law College at Salamanca. Here he led a dissipated life, and returned, probably in disgrace, at the end of two years. In 1504 he sailed for San Domingo, the Governor of which—Ovando—had known him in Spain and received him well, giving him a large tract of land with a liberal number of Indian slaves to work it; also appointing him notary of the settlement of Acua. The quiet life not suiting him he joined every expedition organized for suppressing the frequent Indian rebellions, and thus came under the notice of Velasquez, then military commander of San Domingo.

When Velasquez undertook the conquest of Cuba in 1511, he gladly availed himself of the aid of Cortez, who did good service in the campaign, and at its close was made one of the Governor's Secretaries. His ambitious and restless spirit soon brought him into disgrace, and he was thrown into prison for sedition; but eventually becoming reconciled with the Governor he quietly settled down upon a large estate granted him by his now powerful friend, and married the Donna Catalina Xuarez, a lady of fair family and some fortune. This estate was near Santiago de Cuba, then the capital of the Island, of which city Velasquez soon appointed him Alcalde. Here he quietly resided and accumulated a large fortune.

On the arrival of Alvarado with the report of Grijalva and bringing the rich treasure forwarded by him to the Governor, Cortez was much interested in the contemplated expedition, and clearly saw its vast importance. He accordingly procured himself to be appointed to the command—his wealth and position, as well as personal popularity making him many friends. It is said that he furnished two-thirds of the cost of the entire expedition, and was to receive one-half the profits after deducting ex-

penses and the royal fifth. He well foresaw that his would be *all* the glory.

On receiving his appointment he at once threw himself into the enterprise with all his old-time energy, devoting his entire estate to the enterprise, with all that he could borrow, and securing, beside, the enlistment and financial help of many other wealthy persons.

While Cortez was actively engaged in his preparations for the expedition, but before ready to sail, he was suddenly informed of the revival of the Governor's distrust, and of his determination to appoint another person as commander of the expedition. This brought into exercise that prompt decision of character which so often saved himself and army. Quickly summoning his leaders, he quietly weighed anchor during the night, and at daylight was out to sea. Stopping at various ports in Cuba, he completed his armament, and on the 18th day of February, 1519, his fleet sailed from Cape San Antonio for Yucatan.

By this time a marked change appeared in the character of Cortez. The responsibility of his new station developed the dormant germs of greatness lying hidden by his early levity and recklessness. He assumed more state in his living, more dignity in his manners, more richness in his dress.

He was now 33 years of age; rather above middle size; of pale complexion; very large, dark eyes; deep chest and broad shoulders; a well developed, sinewy frame. Though keeping many domestics his diet was simple, he was careless as to his eating, drinking very little, and was perfectly indifferent to toil and privation. His ornaments were few but of great value. His manners always frank, hearty, genial—yet the effect of every smile and every word was calmly calculated—and in his most genial humor there was an air of quiet determination which made all near him feel they must obey.

Such was the man who was to carry terror into the hearts of the barbarian monarchs of the new world, and to grind their thrones to powder beneath his iron-mailed heel.

He sailed from Cape San Antonio with 11 vessels, the largest of 100 tons burden; his armament was 10 heavy guns, 4 falco-

netz, and a large supply of ammunition. His forces amounted to 663 men, beside 200 Cuban Indians and a few Indian women. He had also 16 horses. Of his troops 13 were supplied with the arquebus—the predecessor of the modern musket; 32 had cross-bows, the remainder carrying swords, lances, and common bows and arrows. With this force he expected to conquer an empire numbering fifteen million subjects.

The vessels first landed at the island of Cozumal, where it was hoped to rescue some Christians, whom Cordova had reported as being enslaved in the interior. *One* was found and restored by the natives. This man, named Aguilar, proved of great value as an interpreter. Stopping at various points on the coast, ever striving to conciliate the natives, Cortez at last reached the Rio de Tabasco, where Grijalva had been so kindly welcomed. But the reception of Cortez was very different. Careful and accurate reports of the appearance of Grijalva's expedition had been forwarded to Montezuma, of Mexico, and the report of the favorable treatment of the strangers by the Tobascans had spread through all the Maya States, all of whom condemned their friendly policy.

In obedience to this feeling, and probably to the expressed commands of Montezuma, Cortez was met as an enemy. On the 25th of March, 1519, he fought his first pitched battle with the natives on the plain of Ceretla. The issue was for a time doubtful, but at last a diversion made by the horse, which fell upon the rear of the enemy, caused a panic, and the battle ended in the total rout of the Indian army. The Tobascans submitted and swore fealty to the Spanish crown—the first step in the conquest of the Aztec Empire. Among the presents given to Cortez were some female slaves, one of whom was of a noble Mexican family, and had been secretly sold in childhood by a step mother, to make room for the inheritance of the family estates by her own son. This slave, the Donna Marina, now became the medium of communication between Cortez and the Mexicans. He spoke to Aguilar, the Spanish captive rescued in Yucatan, who translated the Spanish into Toltec for Marina, who in turn rendered the message into Aztec. But for this

seemingly slight incident, the work of Cortez would have been greatly embarrassed, and mayhap, even defeated; for his final success was unquestionably brought about by his skillful diplomacy in winning the alliance of the outlying States—but lately, conquered by Montezuma and disaffected toward his rule.

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## HEATING AND VENTILATION OF COUNTRY SCHOOL HOUSES.

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L. K. ROYER, A. M.

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**T**HERE is no more urgent demand in school equipments than for better heating and ventilation. There has, indeed, been much said of late years on this subject; but our school rooms are still storehouses of impurity. To many this is a stale expression, and it is, also, a very idle one, if we consider to what limited extent the theories and plans adopted have been successfully put in use by teachers. Does it not seem idle to say anything on ventilation, when teachers persistently fail to practice what they are so earnestly taught?

This much, however, is to be said in favor of most teachers, that they pay attention to this subject when means are provided. It is not for lack of interest on their part, but on account of the difficulty of accomplishing the end in view. Enough has already been said in our journals, so that one wanting directions need only be referred to back numbers. The objections to the different methods have also been given.

Now, what is the usual process a teacher needs to go through? He is confronted at the outset by a dragon of no small proportions. Physiologists convince us that the volume of air of the school room is vitiated at least every half hour, and should be changed. This must either be done by allowing a continual escape of bad air, or by a complete change of air at stated intervals. A combination of the two methods is the most reasonable and practical.

The time then for making a complete change would be at evening after school, or in the morning before the arrival of scholars. This is the only time at which this could be completely done, and would necessitate extra labor on the part of the teacher. It would expose every part of the building to the extremes of heat and cold, and require an early opening of the school-room that it may be warm when the pupils appear. By strict attention to this, and laying aside other work, the teacher may, to a considerable extent, succeed in making a change of air during each recess, and the noon intermission. By employing his time in this way, and in an intelligent manner, he may succeed in keeping the school-room in fair condition.

But a teacher's time should not be burdened with such employment. Other matters usually arise in school work, which, to keep up the interest of the scholars, demand his attention. He is, therefore, from necessity, compelled to leave ventilation to the slower and less satisfactory process of attaining the object by allowing places for the continual ingress and egress of air. This brings a continual draught of cold air into the room, to the detriment of both pupils and teachers. From the present construction of school-houses this is unavoidable.

We find, then, (*a*) a cold school-room at different intervals in the day, and (*b*) a regular draught of cold air continually entering; (*c*) we have the scholars coming in every day either cold, or probably with damp feet, to take a place over a cold floor, and it may be in, or under, an entering cold draught; (*d*) we are put to the necessity of firing to the fullest capacity of the largest stoves to be found in our school houses; (*e*) at most times we are compelled to shift with a stove which is entirely too small for the capacity of the building; (*f*) those obliged to sit near the stove are exposed to a severe heat which broils the brain, while not enough heat reaches the feet to warm them; (*g*) the whole concern resolves itself into a shift which is to be "run" by the teacher as best he may.

Now the general directions are : 1. To open the way for the impure air in the room to escape into a flue, or by lowering or raising a few windows. 2. To open a way for fresh air to enter.

This should immediately be warmed. So the best place for it is under the stove. In such case the stove should be surrounded at a distance of 12 or 18 inches from it, by a sheet-iron set to the floor, and about  $2\frac{1}{2}$  feet high.

This is the extreme to which a common school teacher may go. A hole in the floor under the stove might even be an infringement which should be undertaken with caution.

Having given the means most commonly employed, I will now proceed to mention a few plans which commend themselves to my mind. One thing which any teacher can do is to advocate the use of large stoves. I have never yet seen one used in a school-room too large for my needs. I give the stove full draft. Beside the ordinary draft, it should have an upper draft, or a small door above the one ordinarily used, as a ventilator. To protect those sitting near from a scorching heat, set up posts of wood or iron around the stove, upon which hang two or three strong wires. Upon the upper one, which should be about  $2\frac{1}{2}$  feet from the floor, suspend a cloth, in lieu of something better, a plain red calico can be used with nice effect. This should surround the stove on three sides. If it is fourteen inches from the stove there is but little danger of its burning. If rightly used it will last at least long enough to prove its usefulness, and when that is done school officers can be induced to provide something more substantial than calico. Scholars are at once pleased with it, and it is surprising what effect it has upon the air of the room. Instead of radiating heat throughout the room, leaving the air stagnant, the heated column about the stove starts a current which moves throughout the room making it more pleasant, and, I think, heating the room sooner and more easily. Having tried it and found it appreciated by all, I can recommend it. Its cost is but a trifle, and your expense and trouble will likely be paid without hesitation, since, with care, it will last through the year.

It does seem to me, however, that a great improvement could be made in the construction of school buildings. While this subject is receiving so much attention in city buildings, in the country we are not yet far enough separated from the chimney-corner days of our forefathers. The backlog, the roaring fire,

and the seething air, led to other dreams than the garnished parlors and pure air; for there comfort and health had their dwelling-place. The starving man dreams of bountiful harvests and crystal waters; the invalid, of perpetual spring and bracing air; the teacher's fancy is only beginning to turn toward relief from an over-burdened, vitiated atmosphere; the young scholar rejoices no more in long winter days and blazing fires, but longingly waits for the return of spring and pleasant days; the teacher, weary, worn, and dyspeptic, longs for the "last day," and the payment of his coveted wages. The good old fireplace is gone, but can we not hope that there is again a better day dawning, when the scholars can rejoice in the shelter of the school-room, and the teacher find his labor less oppressive? I will submit a plan which promises this desirable object:

The use of the furnace in common schools is yet a novelty. Why it should be too costly for general use seems hard to explain. But, instead of this, a slight change from custom would be to set the stove below the floor. It would add but little to the cost of a building to provide a cellar for storing the wood, and for the stoves with which to warm the building. The stoves should be surrounded by a brick wall to contain the heated air, and supply it, at proper places, to the room. Pure air, to be heated, could be supplied directly from outside the building.

The benefits from such a construction would be: 1. A current of pure, warm air continually entering the school-room. 2. A floor perfectly warm. 3. The fire could be continued day and night, without extra cost. 4. An even temperature could be secured. 5. Seating space would be gained. 6. The room could be kept neater and cleaner. 7. The room would be more quiet. 8. The teacher would be freed from considerable trouble, and attention to firing. 9. The wood would be properly sheltered. 10. "Going to the stove" would become obsolete.

This seems a very convenient way, if it be not the best one, to get out of a bad rut. It behooves the teachers to demand a change. They should be no more required to appear an hour and a half before the regular school time, that they may put the room in proper condition for the scholars. The teacher could

then pay more attention to making the room pleasant and attractive, and who can tell what a transformation it would make in his mental and physical condition? He could come in good spirits, ready to greet the pupils with a warm smile and a pleasant room, instead of a cold floor and chilly corners. Instead of busying himself with windows and doors and wood and rubbish and fire, he could exchange pleasant words with each one, and attend to the progress of many. His reputation would no more be risked between the roasting of one and freezing of others. He would escape the charge of partiality for allowing one to sit to the stove to dry his feet, while refusing to let another get there to have a good time. "Sitting by the stove" could be dispensed with until intermission, and the teacher's little boat would glide smoothly on without danger of shipwreck upon that dangerous rock. In those days there might, alongside of fat judges, fat doctors, and fat preachers, be occasionally ranked a *fat school-master*.

FLAT ROCK, OHIO.

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## HINTS AS TO METHODS.

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### ARITHMETIC, GEOGRAPHY, AND GRAMMAR.

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BY SUPT. STONE, SPRINGFIELD, MASS.

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**I**N the way of practical suggestions for the improvement of the schools, I briefly mention, first, a few in regard to some of the branches pursued. The leading subject of instruction is arithmetic. It probably occupies more time and strength, of teacher and pupil, than any other topic. The results, though considerable, are not fully satisfactory, and are not worth, it seems to me, the time and study they cost. I think a pupil may know how to work out many difficult examples, and yet not understand arithmetic. I recommend that the text-books be pruned to the minimum; that the explanation of a few leading principles be emphasized, and that practice work, reasonable in its character, be greatly extended in frequency and in amount. I am confident that this suggestion will be welcome to the teachers.

The elementary text-book in geography now in use, is a good one of its kind, but I question the propriety of using a text-book, as such, at this stage of instruction in this branch. It may, perhaps, be used as a reading book, and as a source of information to be looked up by the pupil; but oral instruction, judiciously given, not too fast, by a teacher full of the subject, will give the pupil a better preparation for acquiring a knowledge of the earth, what it produces, and of the life there is upon it. When the learner advances to the higher text-book, some of its details should be omitted entirely, other portions used sparingly, and the topical method of instruction adopted and accompanied with much map drawing; the maps not to be made for artistic display, but to be plainly and rapidly drawn, to fix in the pupil's mind the correct forms of land and water. One-half the time devoted to geography may be and ought to be saved.

The power of expression, in oral and in written forms, needs more attention, and its cultivation should be made a matter of frequent and thorough *teaching*. As one of the agencies for this work, the study of language in our schools is fast coming on to the basis of better methods. We need less, rather than more, of technical grammar, but greatly increased practice by the pupils in the expression of thought; and this practice can be aided by a wider acquaintance with good reading, and literature outside of the regular reading lessons. Not many years since, a person was called heretical who ventured to question the propriety or the necessity of parsing and grammatical analysis; now the person who recommends much of such work below the high school, or the last year of the grammar school, can hardly be regarded as abreast of the best opinions on this subject.—*Ex.*

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## SUGGESTIVE THOUGHTS FOR TEACHERS.

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BY PROF. W. H. VENABLE.

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1. It is not easy to learn to think; nor is it easy to think after learning how. The big-brained Carlyle says: "True effort, in fact, as of a captive struggling to free himself: that is thought."

We are bound down by many cords of usage and ropes of authority; and it takes force and courage to break the bonds—to think in regard to education.

2. Many regard the speculative philosophy of Education as mere fog and delusion. There is much fog and delusion brooding over the subject; but the solid land of True Science must be somewhere beyond the mist.

3. Before we can safely run the train of Right Method along the track of Practice, the headlight of Theory must shine into the opening way.

4. The teacher can not teach anything; the pupil *must learn*. You can no more think for your pupil than you can digest food for him. The mind is solitary in its real achievements. We must work out our intellectual salvation alone. Teachers can order the "environment" but not do the vital work of another spirit.

5. Not the studies, but the study, makes the scholar.

6. Education is the Science of Life, and conduct is its cognate art.

7. I do not believe in fitting boys for college, if that fitting unfits them for life. The one fitting should be the other.

8. You are all your ancestors, including the Old Adam. Judge your pupil in the light of his heredity.

9. The perfect work of education can not be accomplished except in the individual who comes of a stock cultivated for generations. Training your pupil, you may be training his great-grandson. Infinite are the reaches of the school-master.

10. Stupidity, stolidity, inaptitude for special studies, vicious tendencies, are to be regarded as chronic disease—the pupil may slowly be cured.

11. Many teachers of morality destroy the good effect of judicious counsel by too much talk, as a chemical precipitate is re-dissolved in an excess of the precipitating agent.

12. The best teacher has in view not his own education, but that of his pupils. They are his study; not the subject he teaches.

13. Take care of the blockheads and the heads will take care of themselves.

14. All schooling in school should be supplemented and tested by schooling out of school.

15. The school must recognize its constant vital connection with the world around. Every teacher's desk should be in sight of the great facts of the times in which we live. Boys are men, girls are women, *to-morrow*.

16. Like the ancients, we must teach virtue as well as smartness. No good education can be based on mere intellectuality.

17. Bain is wrong in assuming that affection can play but a small part in teaching. Human love and sympathy play the greatest part in early training. They play the greatest part even in a class of mental arithmetic.


18. We should have a "Science of Education" written by a Platonist. The best works we now have are based on the Materialistic Philosophy. Let us see both sides.

19. We neglect political education in our schools. Every boy and girl should be taught the elements of politics and economics; and especially, in these times, should the young be inspired with a pure patriotism and a religious devotion to the duties of citizenship.

20. Educational theory and practice should proceed from the faith that there is a God at the center of the universe, and a soul at the center of man.—*The Normal Teacher*.

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## THE ARITHMETIC OF LIFE.

EV. DR. HENRY SMITH, in addressing the Senior Class of Lane Seminary on Commencement Day, gave this graphic view of the opportunities of life: "Do you remember the inexorable logic of that remarkable arithmetical speech which Thomas De Quincey made to himself and to some imaginary friend, when standing precisely where you are standing to-day, at the beginning of his work of life? 'My friend, you make very free with your days; pray, how many do you expect

to have? What is your rental as regards the total harvest of days which this life is likely to yield? Let us consider.'" Then follows his arithmetic, which I give without his language:

Seventy years of life yield 25,550 days. Remember, now, that twenty years have gone before beginning—before having attained any skill or system, or any definite purpose in the distribution of time.

Deduction No. 1, for twenty years before beginning, 7,300; remainder, 18,250 days. Out of this remainder you will have to deduct one-third at a blow for one item, sleep. Deduction No. 2, 6,080 days, leaving remainder No. 2, 12,170 days.

Once more De Quincey says, on account of illness, of recreation, and the serious occupations spread over the surface of life, it will be little enough to deduct another third. In the case of the minister it will be more, rather than less, for, as I understand him, the time occupied in public speaking comes in here—but call it one-third. Deducting No. 3, 4,060 days, leaves remainder No. 3, 8,110 days.

Finally, he says for the single item which the Roman armies grouped under the phrase "*corpus curare*," attending upon the animal necessities—eating, drinking, washing, bathing and exercise—deduct the smallest proper amount from the last remainder 8,110 days, and you will have less than 4,000 days in a long life left for the direct development of all that is most august in the nature of man. After that comes the night, when no man can work.

Four thousand days—one solid mass of time, amounting to eleven and a half continuous years. This, brethren, is your intellectual and spiritual working life to-day. Does it look small? It is priceless. Its value is incomputable. To what could I compare it? To the sparkling crown jewels of the Tower of London? To the glittering treasures of the Saxon Greek Vault? To the massive jewelry of the walls, even of the Apocalyptic City? They can not represent its value. Nothing can so well picture that as the Master's own Parable of the Pound. This is the glorious inheritance which, in the name of the Master, I commit to your hands to-day, with His own great charge, "Occupy till I come."—*Exchange*.

## THE ORIGIN OF FAMILIAR WORDS.

THE word "quiz," to make fun of, or poke fun at a person, was the coinage of a theatrical manager in Dublin, who at a drinking party with his friends one Saturday night, when the conversation turned upon the subject of words, offered to bet the wine that he could then and there coin a word which would be in the mouths of all Dublin the next day. The bet being taken and the party dispersed, the manager called up his call-boys and runners, gave them pieces of chalk, and ordered them to run all over the city, chalking the word "quiz" on everybody's shutter and fence they came to. This was done, and as a matter of course, the new word was in everybody's mouth the next day. The manager won the bet, and his word is now in all respectable dictionaries.

The slang expression for death, "kicking the bucket," had its origin from one Bolsover, who, in England a great while ago, committed suicide by standing on a bucket till he kicked the bucket from under him.

The word "bumper," meaning a full drink when friends are drinking, is a corruption of the toast offered to the Pope, when the Catholic religion was in the ascendant in England—*au bon pere*.

To "dun," to press for money due, comes from one Joe Dunn, a famous bailiff of Lincoln, in England, during the reign of Henry VII. He was so uncommonly successful in collecting that when a man refused to pay, the creditor was asked why he didn't Dunn him.

"Humbug," is a corruption of the Irish word *vimbog*, pronounced oombug, signifying soft copper, or brass, or worthless money, such as was made by James II., at the Dublin mint—twenty shillings of which was worthless coin; the word became the general title of anything false or counterfeit.

The sign "viz," signifying to-wit, or namely, is an abbreviation of *videlicet*: but the third letter was the mark used in medicine for a drachm, which in writing much resembles x, and in "viz." was simply used as a mark or sign of abbreviation.

DYING WORDS.

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- "It is well."—*Washington*.
- "I must sleep now."—*Byron*.
- "Kiss me, Hardy."—*Nelson*.
- "Head of the army."—*Napoleon*.
- "Don't give up the ship."—*Lawrence*.
- "Let the light enter."—*Goethe*.
- "Into Thy hands, O Lord."—*Tasso*.
- "Independence forever."—*Adams*.
- "The artery ceases to beat."—*Haller*.
- "Is this your fidelity?"—*Nero*.
- "Give Dayroies a chair."—*Lord Chesterfield*.
- "It is the last of earth."—*J. Q. Adams*.
- "God preserve the emperor."—*Haydn*.
- "A dying man does nothing well."—*Franklin*.
- "Let not poor Nelly starve."—*Charles II*.
- "What, is there no bribing death?"—*Cardinal Beaufort*.
- "All my possessions for a moment of time."—*Queen Elizabeth*.
- "It matters little how the head lieth."—*Sir Walter Raleigh*.
- "Clasp my hand, dear friend. I die."—*Alfieri*.
- "I feel as if I were to be myself again."—*Sir Walter Scott*.
- "Let me die to the sound of delicious music."—*Mirabeau*.
- "I have loved God, my father, and liberty."—*Mme. de Staël*.
- "Be serious."—*Grotius*.
- "It is small, very small indeed," (clasping her neck.)—*Anne Boleyn*.
- "I pray you see me safe up, and for my coming down let me shift for myself," (ascending the scaffold.)—*Sir Thomas More*.
- "Don't let that awkward squad fire over my grave."—*Burns*.
- "I resign my soul to God, and my daughter to my country."  
—*Thomas Jefferson*.
- "You spoke of a refreshment, my Emilie. Take my last notes, sit down to my piano here, sing them with the hymn of your sainted mother. Let me hear once more those notes which have so long been my solace and delight."—*Mozart*.
- "I have endeavored to do my duty."—*Taylor*.

"I wish you to understand the true principles of the government. I wish them carried out. I ask nothing more."—*Harrison.*

"God bless you, my dear."—*Dr. Johnson.*

"God bless you! Is that you, Dora?"—*Wordsworth.*

"Now it is come."—*John Knox.*

"Dying! dying!"—*Hood.*

"How grand these rays. They seem to beckon from earth to heaven." (The sun was shining brilliantly into the room in which he was lying.)—*Humboldt.*

"The people—my trust."—*James A. Garfield.*

## ✓ THE LIBRARY OF FIFTY BOOKS.

SELECTED FROM TWENTY-FIVE AUTHORS AND CONTAINED IN  
FIFTY VOLUMES.

A. H. DOOLEY, EDITOR INDIANAPOLIS HERALD.

Thus have I made, as it were, a small globe of the intellectual world.—*Bacon.*

It were easy to multiply the number of useful volumes, valuable in the library of those who use books as tools. There are books of information, and of those relating to professions, and the sciences, which may not be neglected. But the following books, selected from twenty-five authors and not over fifty in number, touch all the springs of human existence, go to build up a lofty character, and "relate our knowledge to our sense for conduct, and to our sense for beauty."

### FICTION.

Don Quixote.—Romance and common sense of life.

David Copperfield.—Domestic life.

Vanity Fair.—Society life.

Ivanhoe.—Physical heroism.

Wilhelm Meister.—Relation of the individual to his own culture, criticisms of life in literature, and art.

Les Misérables.—Moral heroism of life as related to the individual, the family, the church, and the nation.

## POETRY.

- Homer.—The poet of the nation.  
 The Iliad.—Nation in relation to nation.  
 The Odyssey.—Nation in relation to the family.  
 Shakespeare.—Poet of the individual, family, and nation.  
 Comedies.—Family and social life.  
 Tragedies.—Society to the individual.  
 Historical Plays.—Relation of family to state.  
 Goethe.—Poet of the individual.  
 Faust.—Relation of individual culture to the world, the family, the state, religion, and art.  
 Mrs. Browning.—“Shakespeare’s Daughter.”  
 Tennyson.—The poet of modern life and thought.  
 Longfellow.—The poet of rest and consolation.

## PROSE.

- Plato.—The philosopher of ideal life.  
 Bacon.—The philosopher of practical life.  
 Emerson.—The modern Plato.  
 Burke.—Writer, orator, and philosophical statesman.  
 Webster.—Orator and statesman.  
 Demosthenes.—Orator and patriotic statesman.  
 Plutarch.—The great biographer.

## RELIGION.

- The Bible.  
 Jeremy Taylor.—“The Shakespeare of divines.”  
 Bishop Butler.—The religious philosopher.

It may be literary heresy to omit from any library, however small, the names of Fielding, Hawthorne, George Eliot, Carlyle, Landor, Burns, Wordsworth, Milton, and the Greek poets; but if we except Hawthorne, they are, in some form included in the above. Yet it is discovered that the little library is nearly full and the “saving clause” in human nature, the humor, has been neglected. True, Cervantes and Shakespeare are the most intellectual humorists the race have seen. But a place must be filled by the modern harlequins of the pen. It would be neglect and “serious business” to build up a library and to omit the mirthful

side of literature. Myron Reed says: "Humor is not a defect. The lack of it is a defect; more serious a defect than it is to be color-blind. It is a saving quality, and restores the soul under heavy burdens of care and grief." Hope is desirable, but humor is essential. We are dead without it. A writer in the *Fortnightly Review* says: "We can say of humor as we can say of no other earthly delight, that it grows fuller with advancing years, that it is not blunted but sharpened by mental suffering, that it thrives even upon the ashes of despair. For whether there be moral enthusiasms they shall fail; whether there be 'æsthetic monuments' they shall cease; whether there be thirst for knowledge, even this shall sometimes seem like vanity; but the sense of humor never faileth. The ancient legend had it that at the bottom of Pandora's box, and the sole anodyne for the troop of ills which had escaped from under its half-opened lid lay Hope; but if hope were man's only consolation for the miseries of his earthly lot, he would be nowadays in a desperately evil case. Fortunately, however, the mythologist was mistaken. Zeus never mocked the race quite so cruelly as this; nor had the fatal act of Epimetheus quite so illusory a compensation. The anodyne which really lay at the bottom of the casket was not Hope, but Humor." At the bottom of the list completing the twenty-five authors, we give these writers of

#### HUMOR.

Mark Twain—The drollest of humorists.

John Phoenix—The scholarly wit.

Charles Lamb—The genial jester.

Lowell—The political humorist.

The readings of philosophy, the creeds of theology, are alike transitory; but the discernment of sacred truth and beauty is perpetual, and without essential change.—*James Martineau*.

Such "truth and beauty" are contained in the works mentioned above. They will liberally stock the "intellectual globe" of the world, with all the principles which are upright and everlasting.

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A servile imitation of fashion is a mark of pitiable weakness.

## HOW TO TEACH WRITING.

**T**HE successful teacher of writing will be certain to set the brains of his pupils to work before he does their fingers. He will recognize the fact that the fingers can be skillful only as the ready and obedient servants of an intelligent and active brain; that the one can never perform better than the other perceives and directs. He will therefore direct his first efforts to awakening thought and inquiry concerning the subject. This is best accomplished by a skillful and free use of the blackboard, upon which should be carefully written the copy of each exercise, when it should be carefully and critically analyzed by the teacher, before being practiced by the class, thus conveying through the eye to the mind of the pupil, a correct idea of the form and construction of the copy, which should also be written or engraved in the most perfect manner possible, and placed before the pupil for study and imitation. By skillful blackboard illustrations the eye and mind will become familiarized with the correct forms and construction of letters and writing, and when thus in the mind there exists a clear and perfect conception of writing, the fingers, with proper instruction regarding position, movements, etc., will very soon acquire the requisite skill for transcribing it upon paper, nor will they soon lose that power, since a perfect copy for imitation will always be present in the mind, while the pupil, who by much practice, with little study, may become skillful at imitating a copy so long as it is before him, will at once lose that power when the copy is removed. Teachers who look for permanent success, must therefore make a free use of the blackboard.—*Penman's Art Journal*.

POWER OF PURDUE UNIVERSITY IN RELATION TO  
SECRET SOCIETIES.

Most of the readers of the Journal know from statements heretofore published that more than a year ago the Purdue authorities excluded several young men from the institution, and that one of these young men (Hawley) brought suit against the faculty and trustees to compel them to admit him.

Without giving the details of the special case the Journal will state the law points involved and give what the courts have so far decided, as the result affects not only Purdue but most other colleges.

The *two points* put at issue were: (1) Has the University power to prohibit students from joining or having any active connection with Greek Fraternities, or other college secret societies. (2) Has it the right to require students to subscribe to certain rules and regulations, and promise a faithful compliance therewith as a condition of admission. Both these questions were decided in the lower court in the affirmative, and in favor of the University.

In the Supreme Court the pledge question, which had been abandoned in the earlier stages of the case below, owing to an adverse ruling of the court, was renewed, and a *special* pledge set up.

The Supreme Court decided this pledge "unreasonable" and reversed the decision given below. Owing to the fact that the pledge question had been sprung unexpectedly in the upper court, having once been abandoned, and as the pledge *set up* was not the one required, and as certain parts of the language used by the court admitted of a double construction, the University, through its attorney, asked for a re-hearing. After the argument for re-hearing was concluded the petition was denied, but the decision was modified and made more definite.

In regard to the right of the college authorities to prohibit active connection with secret societies the Supreme Court says:

"It is clearly within the power of the trustees, and of the faculty when acting presumably or otherwise in their behalf, to absolutely prohibit any connection between the Greek Fraternities and the University. The trustees have also the undoubted authority to prohibit the attendance of students upon meetings of such Greek Fraternities or from having any other active connection with such organizations, so long as such students remain under the control of the University, whenever such attendance upon the meetings of, or other active connection with such Fraternities tends in any material degree to interfere with the proper relations of the students to the University. As to the propriety of such and similar inhibitions and restrictions, the trustees, aided by the experience of the faculty, ought and are presumed to be the better judges, and as to all such matters, within reasonable limits, the power of the trustees is plenary and complete."

While the Supreme Court adhered to its decision in regard to the *set up* pledge, it uses the following language in regard to general pledges:

"Whether any express pledge, applicable in its operation alike to all, and as preliminary to admission, may in any case be required,

is a question we have not fully considered, and concerning which nothing has been decided."

This leaves college law and college custom, prescribing a general matriculation pledge untouched, and the opinion as now promulgated does not conflict with any existing rule of the University, or require the modification of a single provision of its regulations.

The college authorities have filed an answer in the Circuit Court averring that no such pledge as the one set up in the complaint was presented to Hawley, and that he was not refused admission because he refused to sign that pledge or any other special pledge. They deny *in toto* the averments upon which the rulings of the Supreme Court were based.

The case rests here at present. The regulations of the University which students are required to pledge themselves to obey, are as follows :

1. No society is permitted to be organized by the students, except by consent of the faculty, and the public exercises of the societies thus organized are subject in time, place, and character to the approval of the faculty.

2. No student shall join or have any active connection as a member, or otherwise, with any so-called Greek fraternity or other college secret society, or with any other students' society not authorized by the faculty ; and, as a condition of graduation or honorable dismissal, students shall be required to sign a written statement that they have complied with this regulation.

3. Students who desire to be absent from any recitation or other exercise, are required to obtain leave of absence. Students absent without previous permission can only be excused by the president or by the faculty, and they shall be permitted to recite but twice in any class before producing a written statement that their absence has been reported to the president. The absence of Academy students must be reported to and excused by the principal before reciting. Students are not permitted to absent themselves from the University in term time without leave of absence.

4. Any student suspended by the faculty may be required to leave the University and its immediate vicinity (including the village of Chauncey, if a non-resident), within a specified time, and no suspended student is allowed, during his suspension, to visit any of the buildings of the University, or to come upon the University grounds for any purpose, except by permission of the president or other officer having authority to grant such permission. Students who do not occupy rooms in the Dormitory, are forbidden to visit the same at any time except by permission.

5. The frequenting or visiting of saloons or other places where intoxicating liquors are sold, or the carrying of concealed weapons,

is forbidden, and any student who violates this regulation may be suspended or expelled from the University. Smoking in or about the University buildings or on the grounds is forbidden.

6. As a condition of admission to the University or re-entrance therein, students shall be required to subscribe to the foregoing regulations, and all other regulations of the University relating to the obligations and duties of students, and promise a faithful compliance therewith during their connection with the University; that is, until dismissed or graduated. \* \* \*

### POPULATION OF INDIANA COUNTY TOWNS.

The following statement shows the population of the county towns in Indiana, according to the census of 1880. The towns are named in the alphabetical order of the counties, beginning with Adams county and ending with Whitley :

Decatur.....	1,905	Marion.....	3,182
Fort Wayne.....	26,880	Worthington.....	1,185
Columbus.....	4,813	Noblesville.....	2,222
Fowler.....	967	Greenfield.....	2,013
Hartford City.....	1,470	Corydon.....	763
Lebanon.....	2,625	Danville..	1,598
Nashville.....	348	Newcastle.....	2,299
Delphi.....	2,040	Kokomo.....	4,042
Logansport.....	12,198	Huntington.....	3,863
Jeffersonville.....	9,357	Seymour.....	4,250
Brazil.....	3,441	Ren-selaer.....	968
Frankfort.....	2,803	Portland.....	1,694
Leavenworth.....	716	Madison.....	8,945
Washington.....	4,323	North Vernon.....	1,842
Lawrenceburg.....	4,668	Franklin.....	3,116
Greensburg.....	3,138	Vincennes.....	7,680
Auburn.....	1,542	Warsaw.....	3,123
Muncie.....	5,219	La Grange.....	1,367
Jasper.....	1,040	Crown Point.....	1,708
Goshen.....	4,123	Laporte.....	6,159
Connersville.....	3,228	Bedford.....	2,198
New Albany.....	16,423	Anderson.....	4,126
Covington.....	1,920	Indianapolis.....	76,056
Brookville.....	1,813	Plymouth.....	2,570
Rochester.....	1,869	Shoals.....	760
Princeton.....	2,566	Peru....	5,280

Bloomington.....	2,756	Scottsburg.....	454
Crawfordsville.....	5,251	Rockport.....	2,382
Martinsville.....	1,943	Vevay.....	1,884
Kentland.....	982	Knox.....	316
Albion.....	926	Angola.....	2,483
Rising Sun.. . . .	1,806	Sullivan.....	2,161
Paoli.....	696	Lafayette.....	14,860
Spencer.....	1,655	Tipton.....	1,250
Rockville.....	1,684	Liberty.....	1,096
Cannelton.....	1,834	Evansville.....	29,280
Petersburg.....	1,193	Newport.....	591
Valparaiso.....	4,461	Terre Haute.....	26,042
Mount Vernon.....	1,006	Wabash.....	3,800
Winamac.....	835	Williamsport.....	913
Greencastle.....	3,644	Boonville.....	1,182
Winchester.....	1,958	Salem.....	1,615
Versailles.....	455	Richmond.....	12,742
Rushville.....	2,515	Bluffton.....	2,354
South Bend.....	13,280	Monticello.....	1,193
Shelbyville.....	3,745	Columbia City.....	2,244

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## EDITORIAL.

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Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

~~We~~ We need very much some October numbers to supply those who do not wish to break their files. To any one sending we will extend the time of subscription one month. The same offer is made for a few June numbers.

OWING to the increase in the circulation of the Journal beyond our expectations we ran short of September numbers, and then again of October Journals. We regret very much, not the increased circulation, but the fact that we did not foresee and provide for it.

SOMETHING EVIDENTLY WRONG.—A report of an institute has reached this office in which the secretary does not state that the institute was "the best ever held." This is evidently an oversight.

ANSWERS TO STATE BOARD QUESTIONS.

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We have before us a letter from a teacher urging the publication of *all* the answers to the State Board questions, and concluding by saying, "Of what value is the question without its answer"?

Within a month a leading teacher of the state said to us that he thought it unwise to publish *any* answers—that by so doing the Journal weakened rather than strengthened teachers. It thus appears that there are two sides to this question.

There are two ways of using these questions and answers: 1. To wait till the answers come, then sit down and read the question, and then turn and read its answer; thus getting the answer with the minimum amount of labor. 2. To answer the question independently; if needs be to study the points involved, in different text-books, and if possible master the subject. Then when the answer comes compare notes and criticise.

It is needless to say which of these courses is worth most to the teacher. While the first course may serve the purpose of hasty reviewing or cramming, it has but little real value, and just in so far as it takes the place of, or prevents thorough independent thought and investigation, it does positive harm.

When the answer accompanies the question the temptation to read the answer without the independent work is increased many fold. For this reason the answers in the Journal are not given till the month after the questions are published. This plan, as we know, promotes a great deal of original study.

The *chief* value of the questions lies in the amount of study they stimulate.

The *chief* value of the answers lies in the information they give not readily found in the text-books, and in forming a standard with which a teacher can compare his own answers, previously determined.

The Journal has taken the ground recently that it was not profitable to answer *all* the questions. Many of them are of necessity simple, and if the answer is not known it can be determined without the shadow of a doubt by referring to any text-book on the subject. Take the following for example: What are the parts of a verb? Describe Newfoundland. What is a diphthong? Bound Kentucky. When and by whom was America discovered?

The Journal feels that the space required for the answers of such questions can be filled with matter of more value to its readers.

Let teachers remember that with themselves as with their pupils, it is the *study* and not the *answer* that gives the mental growth. Let them remember that with themselves as with their pupils, they are profited by what they themselves do, and not by what another does for them.

### COMPULSORY PUBLIC SCHOOLS IN FRANCE.

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France's new school law has now been in force only about one month, but is starting off with much less friction than was anticipated. In a country in which the schools have been wholly in the hands of the church for generations, it was but natural that there should be violent opposition on the part of the clergy, to any system that should remove the schools entirely beyond their control. Attempts have been made at different times to change the control of the schools from the church to the state, but always, until the present, without success.

The present law makes instruction obligatory on children between the ages of six and thirteen, but leaves the parents at liberty to choose between the public school, a private school, or home instruction. The choice must be made known to the government local school committee, which has a list of all the children in its district. If no choice is announced, or no registration of the children made at any school, the parents are posted for persistent disobedience, and are subject to fine or imprisonment. In case of home instruction periodical examination by government teachers is made. Anything more liberal than this it would be difficult to devise and have a compulsory educational system at all.

The schools are wholly separated from the church, and the catechism can not be taught in them; but as the teachers are almost without exception members of the Catholic church, which is the dominant church in France, the schools will remain under Christian influences. While the dogmas of the church may not be taught, morality and practical Christianity can be practiced and taught by any teacher. This is the way we read the law.

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### "PLANT A TREE."

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Under the above heading last month's Journal urged upon teachers the great importance of planting trees in and around school premises. Attention is hereby called to that article, and everybody is urged to read the following letter from Wm. M. Croan, Supt of Madison county:

*Dear Sir:*—The October number of the School Journal contains a valuable suggestion about ornamenting school grounds with shade trees. An account of what was done in Madison county last spring may not be uninteresting to your readers. I announced through the county papers that I would record, in the records of the county, the name of any one who would plant a shade tree on school premises. It was required that they not only send their name, but also their

age, kind of tree planted, and the location of the tree on the premises, the number of school district, etc. It was also suggested that they make this a part of the program for the last day of school. This plan worked admirably, and by reference to records, I find there were *sixteen hundred and seventeen* shade trees planted in the school house yards of Madison county last spring. They were as a rule planted by school children, who feel it their duty to take care of them. I think by the close of the present school year (July 1, 1883), shade trees will adorn all school premises of Madison county.

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### STATE TEACHERS' ASSOCIATION.

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R. G. Boone, of Frankfort, the chairman of the Executive Committee of the State Association, reports that the programme for the forth-coming meeting is about completed, and that the prospects seem good for a large and profitable meeting. The following exercises have been determined:

Inaugural Address, by the President, H. S. Tarbell, Indianapolis; Relative Value of Discipline and Instruction, W. F. Yocum, Fort Wayne; Methods of Teaching Children to Think, Lida D. Hadley, Richmond; Mental Science for Teachers, Howard Sanderson, Terre Haute; Drawing, with Illustrations, Jesse H. Brown, Indianapolis; The Cultivation of the Power of Expression, Mrs. L. D. Cunningham, Madison; The Teaching of Thrift in the Schools, C. F. Coffin, New Albany; Recent Criticisms upon the Public Schools, W. A. Bell; Annual Address, Wednesday evening, Lemuel Moss, Pres. of State University.

It is doubtful whether a better list of subjects were ever presented to the Association. Let teachers prepare to attend this, their great annual gathering.

The meeting will open Tuesday evening, December 26th. The next number of the Journal will contain the full programme, giving hotel and railroad rates, etc.

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### ASBURY UNIVERSITY.

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Asbury University has met with great good fortune. Mr. W. C. De Pauw, of New Albany, has made a definite proposition to the trustees of the University as follows: If Greencastle and Putnam County will purchase additional grounds, so as to meet all future demands of the University, (the grounds designated will cost about \$50,000), and if the church at large will add \$150,000 to the present endowment fund, he will give to the institution \$300,000, and at his death will bequeath to it 45 per cent. of his estate.

Mr. De Pauw is one of the wealthiest men in the state, and at present pays taxes on more than \$2,000,000. It is estimated that the bequest, independent of the cash donation of \$300,000, will reach at least \$1,000,000.

Mr. De Pauw is a man not only of large fortune, but of large heart and large benevolence, as this magnificent offer abundantly testifies.

The friends of the University have gone to work in earnest and feel confident that the conditions will be promptly complied with. It would be a great disgrace to the Methodists of this state if they should allow this grand opportunity to pass unimproved. Such an endowment would make Asbury the leading university not only of the state but of the West.

This good fortune is a cause for rejoicing not only of the Methodists but of all friends of liberal education.

The Journal extends to Asbury the heartiest congratulations, and commends Mr. De Pauw's noble example to the rich men of other denominations.

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### TOWNSHIP INSTITUTES.

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Township institutes have been the means of doing much good in this state. They furnish the best possible opportunity for teachers to meet face to face and compare notes and methods while they are engaged in active work. Live, growing teachers will always find it interesting and profitable to meet once a month to exchange views and to study.

It is necessary to go over old ground yet—it always will be necessary; but it is not necessary to spend *all* the time on the routine of school work. Some time should be set apart for new studies. One new subject should be taken up and studied carefully and continuously till completed. This will prove more profitable than to select miscellaneous outside subjects.

Many of the superintendents have made out complete programmes for all their institutes, and published them in their manuals, some of them giving quite full outlines of work. This will give direction to work and must result in good.

Several years' experience has led the writer to the conclusion that a part of the institutes can be made most profitable by having a teacher teach his school on Saturday forenoon, going over a selected programme. This gives visiting teachers a chance to see actual work with children, which is better than playing school with teachers as pupils, and much better than mere theory. The afternoon should be spent in discussing the work of the morning. Each teacher should be required to state wherein his method differs from the work

witnessed, and which he considered the better, and why. This is a sort of "object lesson" method of conducting institutes, and has been made a success in many counties. It is worth a trial.

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"AMERICAN TEACHER."—H. S. Ballou, of Boston, Mass., "for the temporary executive committee," is now engaged in starting a new educational paper, to be called the *American Teacher*, and it is to be national in its character. The first sentence of the prospectus is: "Many prominent American educators have consented, in view of the wide-spread public demand, to co-operate in establishing a new educational paper." The names of over fifty "prominent educators" are published as stockholders.

It is remarkable how many people there are who discover a "wide-spread public demand," etc. It is an established fact that three-fourths of all publishing enterprises fail. Since the writer has been connected with the Journal he now can recall *ten* educational papers that have been started in Indiana, only three of which are now in existence. The "American Teacher" may succeed, but is not likely to as a stock company.

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*Mr. Editor:*—Was Alexander Hamilton in favor of a stronger form of government than was adopted by the Federalists?

*Answer.*—Hamilton's plan, like all others of that date, was on the British model, and it did not differ essentially from the one finally adopted. He desired a property qualification for voters, and a privileged class. The republic of Hamilton was to be an aristocratic as distinguished from a democratic republic. The President and Senators were to hold during good behavior, and were to be elected by a class qualified to vote by the possession of real property. The President was to appoint the Governors, who should have a veto over state legislation.

BAND OF MERCY.—This is the name of a society to prevent cruelty to dumb animals. It is organized in connection with Sunday-schools, day-schools, and no schools, and is joined by men, women, and children of all ages. It is sweeping many of the Eastern cities, the Governor and many of the leading men and women of Massachusetts taking an active part. Plymouth Church Sunday-school of Indianapolis has organized the first Band in this state. Next month the Journal will make full explanations and give directions for organizing societies.

THE State Superintendent has ruled that the public money apportioned in May, and received by school officers in June, should be expended for the schools of the school year which begins the July following, and not for the schools of the year just closing.

## QUESTIONS AND ANSWERS.

### STATE BOARD QUESTIONS FOR SEPTEMBER.

**GEOGRAPHY.—1** Give the supposed condition of the earth in a remote period of its existence. State what you regard as a direct proof of your statement. 5, 5.

2. Mention some of the evidences of the internal heat of the earth. 10

3. How are islands classified? Define each class and give two examples of each. 4, 6.

4. For what is the basin of the St. Lawrence remarkable? 10

5. What islands belong to the Greater Antilles? Where are the Bahama Islands? 5, 5.

6. Describe the situation of Salt Lake City. 10

7. Name the three sections of the Atlantic States. Name the States of each section. 5, 5.

8. Name five political divisions of South America. 10

9. Name the great mountain systems and plains of Asia. 5, 5.

10. Describe the course of the Gulf Stream. 10

**PHYSIOLOGY.—1.** Make a statement that will show the distinction between Physiology and Anatomy. 10

2. Why should Physiology be taught in the schools? 10

3. Name all the organs that assist in the digestion of food. 10

4. Describe the process by which reflex action is produced. 10

5. What is a sensory nerve? What a motor nerve? 2 pts, 5 ea.

6. Why is the eating of more food than is needed to nourish the body detrimental to mental activity? 10

7. Why is the breathing of impure air detrimental to mental action? 10

8. Why should small children not be permitted to sit upon seats that do not permit a rest for the feet? 10

9. Name and describe all the valves in the heart. 10

10. Give the distinction between organic and inorganic matter. 10

**ORTHOGRAPHY.—1.** When is the final consonant of a primitive word doubled in forming a derivative word by adding a suffix beginning with a vowel? 10

2. Why are the following words difficult to spell? *Guide, hight, buy, pretty, tortoise.* 10

3. How would you proceed in teaching the misspelled words in a recitation in spelling? 10

4. What advantages arise from a knowledge of the rules for the duplication of consonants? 5 pts, 2 each.

5. Spell the following words (to be pronounced and defined, so far as needful, by the superintendent, after the preceding questions are answered): *Note, boat, blow, four, foe, door, hautboy, sew, beau, yeoman, juice, neuter, lieu, view, mantua-maker, hue, lynx, busy, foreign.* 60

HISTORY.—1. What is the relation of the physical geography of a country to its history? 10

2. Name two mental faculties cultivated by the study of history. 2 pts, 5 each.

3. Tell me the story of De Soto in America. 10

4. Give some account of the three oldest colleges in this country. 3 pts, 4 off each.

5. What was the origin of the Colony of Delaware? 10

6. Name five prominent men in the Continental Congress, 1774. 5 pts, 2 each.

7. (a) What was the purpose, and (b) what the effect, of the Embargo of 1807? a 5, b 5.

8. Name the important points in which the present U. S. Constitution is superior to the Articles of Confederation 3 pts, 4 off ea.

9. Name and describe one of the most important battles in the late Civil War. 10

10. Give a sketch of Andrew Jackson's public career. 10

NOTE.—No answer to exceed ten lines.

PENMANSHIP.—1. Define main lines. What are upper and lower angles? 5, 5.

2. What are stem letters? Write them. 5, 5.

3. What is a principle? An element? 5, 5.

4. Analyze: *a, g, q, t, w.* 5 pts, 2 each.

5. Describe a proper position for writing. (Include in your description position of body, hands, arms, feet, pen, and paper.) 5 pts, 2 each.

6. Write the following lines as a specimen of your penmanship:

Next Anger rushed; his eyes on fire,  
With one rude clash he struck the lyre,  
And swept with hurried hands the strings.

GRAMMAR.—1. Write a *proper* noun, a *common* noun, a *collective* noun, an *abstract* noun, and a *participial* noun. 5 pts, 2 each.

2. Write a sentence containing an *active transitive* verb, and change it into the passive form. 2 pts, 5, 5.

3. Give a synopsis of the verb *kill* in the *first person*, singular, *potential*, *active*, and *passive*. 8 pts, 2 off each.

4. How do you distinguish adjectives from adverbs? 10

5. (a) Write an *ordinal adverb*, (b) an *adverb of manner*, (c) an

adverb of degree, and (*d*) a copulative conjunction, (*e*) and combine them into a sentence. a 1, b 1, c 1, d 1, e 5.

6. Correct the following:

mister smith will you please excuse my Son John next friday at ten o'clock T. brown 10

7. Correct:

He hadn't ought to have done it. I don't know who she went with. No country will allow of such a practice. It was not me who took it. 4 pts, 2½ each.

8. Define the terms *subject*, *clause*, *mood*, *syntax*. 4 pts, 2½ each.

9. What classes of verbs take the same case after them as before them? Illustrate. 2 pts, 5, 5.

10. Write four sentences: the first to contain *who*, in the second person, plural number; the second, *which*, singular number, objective case; the third, *whom*, masculine gender; the fourth, *that*, singular number. 4 pts, 2½ each.

ARITHMETIC.—1. Divide  $\frac{1}{8}$  by  $\frac{1}{4}$ , and show why the quotient contains an integer. proc. 3, ans. 3, reas. 4.

2. Multiply .099 by .014, and give reason for pointing off the decimals. proc. 3, ans. 3, reas. 4.

3. If 9 men can do a piece of work in 6 days, how long will it take 7 men to do it? By analysis. anal. 5, ans. 5.

4. Express the following compound ratios as a fraction: 12:15; 14:42; 12:60. proc. 5, ans. 5.

5. If a slab of marble 4 ft. long, 3 ft. wide, and 6 in. thick weighs 500 lbs., how many pounds will one weigh that is 6 ft. by 2 ft. by 8 inches? proc. 5, ans. 5.

6. I buy a note for \$1,000 on which \$45 interest has accrued, for \$950. It is paid at once. What per cent. do I make on my money? proc. 5, ans. 5.

7. A broker bought stock at 4% discount, and selling the same at 5 premium, gained \$450. How many shares did he purchase? proc. 5, ans. 5.

8. The top of a ladder 50 ft. long rests against the top of a wall 40 ft. high; how far is its foot from the wall? proc. 5, ans. 5.

9. A bin whose upper and lower bases are square and of equal area, is 9 feet deep and contains 441 cu. ft. What is the width of the bin? proc. 5, ans. 5.

10. How many acres in a triangular piece of ground whose base is 80 rods, and whose altitude is 40 rods? proc. 5, ans. 5.

READING.—1. Define emphasis. In the following sentence emphasize the words *bottom*, *garden*, and *rivulet*, and state the idea made prominent by the emphasis in each case. "At the bottom of the garden ran a little rivulet."

## 2. Write the emphatic words in the following:

## THE LAUNCH OF THE SHIP.

"Then the master,  
 With a gesture of command  
 Waved his hand,  
 And at the word  
 Loud and sudden there was heard,  
 All around them and below,  
 The sound of hammers, blow on blow,  
 Knocking away the shores and spurs.  
 And see! She stirs!  
 She starts! she moves! she seems to feel  
 The thrill of life along her keel!  
 And, spurning with her foot the ground,  
 With one exulting, joyous bound  
 She leaps into the ocean's arms!" 20

3. Indicate by the use of diacritical marks the sounds in each of the following words: *Launch, gesture, stirs, exulting, there.*

4. State the objection to the usual method pursued in schools of calling upon the pupils to correct the errors made by a pupil while reading. 20

5. Describe the proper position of the body and of the book, when the pupil is reading aloud in the class. 20

THEORY OF TEACHING.—1. What is it to teach? 20

2. State the difference between memory and the imagination. 20

3. What is meant by a *clear* knowledge of anything? 20

4. State the difference between concrete and abstract knowledge. 20

5. What is the order in which the faculties of the intellect develop into full activity? 20

## ANSWERS TO STATE BOARD QUESTIONS FOR OCTOBER.

## ARITHMETIC.

1. 6 books at  $16\frac{2}{3}$  cts. = 6 books at  $\$ \frac{1}{3} = \$1.00$   
 6 "  $66\frac{2}{3}$  " = 6 "  $\frac{2}{3} = 4.00$   
 6 "  $33\frac{1}{3}$  " = 6 "  $\frac{1}{3} = 2.00$   
 32 "  $6\frac{1}{4}$  " = 6 "  $\frac{1}{8} = 2.00$  Total \$9.00.

2. a.  $\frac{9}{11}$  of a ton =  $\frac{110}{11}$  of a cwt.

b.  $\frac{110}{11}$  cwt. —  $\frac{9}{11}$  cwt. =  $\frac{171}{11}$  cwt. =  $15\frac{6}{11}$  cwt. = 15 cwt. 54  $\frac{6}{11}$  lbs.

3.  $\sqrt{409^2 + 309^2} = 512.601 =$  the diagonal of the parallelogram.  
 As the diagonals are equal, and in going to the centre he walked one-half the diagonal, in walking to either corner he would go over

another half diagonal, he will by the proposition walk one diagonal,  $512.6 + \text{ft.}$

4. *a.* 9 dekameters = 90 m.  
*b.* 15 decimeters = 1.5 m.  
*c.* 90 s. m,  $\times 1.5 = 135$  s. m.  
*d.*  $135 \times 9 = 1215$ . Ans. \$1215.
5. *a.* \$1000 = face of note less interest for 81 days at 8% per an.  
*b.* Int. for 81 days at 8% per an. = 1.8%, therefore  
*c.* \$1000 = 98.2% of the face of the note, and  
*d.* the face of the note will be \$1018.33.
6.  $\frac{10 \times 15 \times 604}{18 \times 30 \times 18} = 4$ .
7. The answer will be the G. C. D. of 320,480, 640, which is 160.
8. *a.* 1 gal. measures 231 c. in.  
*b.* 1 bbl. or  $31\frac{1}{2}$  galls. measures 7276.5 c. in.  
*c.* 100 bbls. contains 727650 c. in.  
*d.* 1 c. ft. contains 1728 c. in., and  
*e.* 100 bbls. =  $747\frac{1}{3}$  c. ft. or 421.9 c. ft.  
*f.* the area of the head of the cistern = 9 s. ft.  $\times 3.1416 = 28.2744$  s. ft., and  
*g.* the depth of the cistern will be  $421.09 \div 28.2744 = 14.89$  ft. Ans.
9. *a.* 100 gals. of wine at \$1.57 per gal. are worth \$157.  
*b.* as the mixture is to be worth \$1.00 per gal., it must contain 157 gals.  
*c.* therefore 57 gals. of water must be added.
10. *a.* The note is for 130% of the cost.  
*b.* 15% of 130% = 19.5%.  
*c.* 130% — 19.5% = 110.5%.  
*d.* 110.5% — 100% = 10.5% = net profit.

**GEOGRAPHY.—1.** North America is about two and a quarter times larger than Europe. Asia contains four times as many square miles and two and a half times as many inhabitants.

2. An estuary is a narrow arm of the sea into which a river flows. An archipelago is a sea interspersed with islands. The land embraced by the several outlets of a river, at its mouth, is called a delta, and is thus named on account of its resemblance, in form, of the 4th letter of the Greek alphabet. A fertile place in a desert is called an oasis. A depression between ranges of mountains and hills.

3. The Rocky, Californian, and Alleghanian. A mountain system consists of several chains which pass across a country near together.

4. Amazon, 3,900; La Plata, 2,300; Orinoco, 1,550; Volga, 2,351; Danube, 1,992.

5. Rocky surface; barren soil; coast indented with deep inlets; excellent harbors. It is noted for its fisheries.

6. Its surface is rough, a large portion being traversed with mountain ranges. The climate is noted for its periodical changes. There are but two seasons; the wet and the dry.

7. The British Provinces embrace the Dominion of Canada, Prince Edwards Islands, and British Columbia. The Governor of each Province is appointed by the British Government. Each Province selects its own Legislature. The Governor of Canada is Governor-General of the whole of British America.

8. Bodies of air having a rotary motion, and are generally caused by the meeting of currents from different directions. Water-spouts are whirlings which occur on the ocean or on lakes, and are produced by whirlwinds.

9. Those which continue to flow at all seasons. Those which alternately flow and stop.

10. The great plain of North America extends from the Arctic Ocean to the Gulf of Mexico, and from the Alleghany to the Rocky Mountains. The principal known plains of Africa are the Sahara, the plains of Egypt, Central Africa, and of Zambezi.

**PENMANSHIP.—2. *Body***—Let the body be almost erect, inclining slightly forward; right side inclined to the desk; arms and book placed obliquely on the desk; the feet placed flat on the floor.

***Arms***—Right fore-arm on the desk perpendicular to the base line; the fingers of the left hand on the left side of the page to keep the book in place.

***Hands***—The right hand, in a line with the fore-arm; the fingers of the left hand, on the left side of the book.

3. Second and first principles. First and fourth.

4. The parts of the capital A are the seventh principle, element four, and a crossing curve. The capital O is formed of the left, right, and left curves.

5. A space in width is the distance between the upper points in the letter *u*. A space in height is the vertical distance between the base and head line, or the height of the letter *i*.

**READING.—I.** (*a*) Ability to recognize and to pronounce the words at sight; (*b*) Knowledge of the words individually and as grouped in the sentence; (*c*) A full comprehension of the thought to be expressed, and of the general thought of which the sentence forms a part, are necessary in order that a sentence may be correctly read.

2. For testing a pupil's ability to call the words of the reading lesson at sight, there are various plans. One of these is to write, (*a*) similar, and then (*b*) dissimilar words in columns, requiring the

pupils singly or by turns to pronounce each word in the columns. This method is made a better test by writing the words in a different order from that in which they are found in the lesson. Another plan of testing in this respect is to require pupils to read paragraphs in a reverse order, reading from the last word to the first. Still another and useful plan is to write the words suspected to be unknown or unfamiliar in new groupings or sentences upon the blackboard, and requiring the members of the class to read promptly as called upon.

3. *Articulation* literally means "a joining together," as when one speaks of the articulation of the bones of the human body. In speech, it commonly has reference either to the union of the parts composing an elementary sound, or of elementary sounds in the formation of words. It is thus distinct from both—enunciation and pronunciation.

4. A good pronunciation is clearly dependent upon careful articulation and enunciation. Unless, in the union of sounds, each is given a proper amount of force, the utterance is not distinct or clearly understood by the listener. For instance, if one says *bosum*, *solum*, *and*, *dunt*, *abiluty*, etc., there is evident a lack of accuracy in the knowledge of elementary sounds. Frequent practice should be had with the elementary sounds, both alone and in combinations; with the utterance of words in which final consonants are frequently suppressed, as, *send*, *doing*, *going*, etc., with exercises upon difficult terminal sounds, as, *charms*, not *charums*; *pearls*, not *purrels*; *kept*, not *kep*; *elms*, not *elems*; and with the utterance of difficult associations of sounds, as, "She sells sea-shells"; "Amidst the mists and coldest frosts"; "The sun shines on the shop signs", etc. The exercises will be greatly raised by the teacher as the needs of the class may indicate.

5. The most direct way, as well as the most practical way, to teach the meanings of words to children is by requiring and giving actual use of the words. Definitions, as such, are of real value only by way of suggestion. The word defined by illustration from things known, and then immediately used as thus defined, becomes a real possession of the child, an actual representative or type of an idea. New words are best so taught, if they can not be explained by the pupil in his own language, and an actual knowledge of their contents should be seen through new and varied sentences of which these words are essential parts.

7. The *natural* pitch is that used in ordinary discourse or conversation.

8. In reading, certain bendings or slides of the voice up or down are required in order to develop the thought clearly. These changes are termed *inflections*. The voice may be bent up, or down, or up

and down, or down and up. Utterance without slides is termed *monotone*.

GRAMMAR.—4. Be *what* you would seem. *What* is a compound relative pronoun; the antecedent part is a demonstrative adjective pronoun, third, singular, neuter, nominative in the predicate with the verb *be*; the relative part is third, singular, neuter, to agree with its antecedent nominative in the predicate with the verb *seem* [to be]. The relative likewise connects its clause to its antecedent.

6. They are these kinds of goods which Horace mentions. [It would be better to recast entirely the above sentence.] The poor girl feels very *bad* about it. A common error.

7. Not as the conqueror comes, they, the true hearted, come. This is a complex, declarative sentence; principal clause, they, the true hearted, come not; subordinate clause, as the conqueror comes. Subject of the principal clause, *they*, modified by the adjectives *the* and *true hearted*; predicate, *come*, modified by the adverb *not* and the adverbial clause of manner, *as the conqueror comes*; subject, *conqueror*, modified by *the*; predicate, *comes*. The subordinate clause is connected to the verb of the principal clause by the conjunctive adverb *as*.

9. They did not think of *being captured*. *Being captured* is a participial noun, third, singular, neuter, objective; object of the preposition *of*.

10. "Whatever happens," exclaims Elizabeth, "I am the wife of the Prince of Spain. Crown, rank, life,—all shall go before I take any other husband."

HISTORY.—1. History is a "systematic account of facts and events, particularly those affecting nations and states." Biography is the record of the life of an individual.

2. (1) It gives us a knowledge of the events of our own country, and of its political organization. (2) It gives us some account of the lives of many distinguished men who have taken an important part in the affairs of the government. (3) It strengthens the memory and exercises the reasoning faculties.

3. The Colonial period, the Confederation, and the period under the Constitution.

4. The Stamp Act, passed by the English Parliament in 1765, required all deeds, notes, receipts, legal documents, etc., to be written or printed upon paper bearing a stamp, upon which an impost should be paid. The attempt to enforce this law met with so open and determined opposition from all quarters, that it was repealed in one year after its passage, no attempt having been made to enforce it.

5. Telegraph, telephone, and cotton gin.

6. Patrick Henry, a native of Virginia, was born in 1736, died in 1799. Having tried the occupations of store-keeping and farming without success, he was induced to study law. His native eloquence was first exhibited in pleading the cause of the people against an unjust tax. Being a member of the House of Representatives in 1765, he offered some resolutions opposing the Stamp Act, and in the course of his speech upon the question he uttered the words which have made his name famous—"Cæsar had his Brutus," etc. He was Governor of Virginia for four years during the period of the Revolutionary War.

7. Lexington, 1775; Yorktown, 1781; New Orleans, 1815; Gettysburg, 1863; Shiloh, 1862.

8. September 22, 1862, President Lincoln issued a proclamation declaring, "That on the first day of January, 1863, all persons held as slaves within any state, the people whereof shall then be in rebellion against the United States, shall be then and henceforth, forever free." In accordance with this proclamation, on the first day of January, 1863, the freedom of the slaves was declared.

9. The territory which now constitutes the State of Indiana was organized in 1809, with William Henry Harrison as Governor, and the seat of government at Vincennes, where the first permanent settlement was made by the French in 1735. In 1813 the capital was removed to Corydon, Harrison county, because that place was supposed to be the center of population. Indiana was admitted to the Union December 11, 1816, having a population of 63,897. The state, which now has ninety-two counties, had originally thirteen; viz., Wayne, Franklin, Dearborn, Switzerland, Jefferson, Clark, Washington, Harrison, Knox, Gibson, Posey, Warrick, and Perry. In 1824, Indianapolis was made the capital, and the Legislature first met in this city in January, 1825. Indiana now has a population of 1,978,362.

10. John B. Dillon, "History of Indiana"; Prof. J. C. Ridpath, "History of the United States," "English Grammar"; General Lew Wallace, "Fair God" and "Ben Hur"; Mrs. Sarah T. Bolton, book of poems; Benj. F. Taylor, "January and June," "The World on Wheels," "Songs of Yesterday," etc.; Robert Dale Owen, "Village Life in the West," "The Wrong of Slavery," "The Debatable Land," etc.; Edward Eggleston, "Hoosier Schoolmaster," etc.

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CENTRAL ACADEMY, at Plainfield, Erastus Test, principal, is full to overflowing. About \$5,000 have been pledged for a new building, and the trustees have gone forward and have a new house about ready for the roof.

MISCELLANY.

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EARLHAM COLLEGE is fuller now than for several years past.

DEKALB COUNTY.—The time of holding the DeKalb County Institute has been changed to November 13th.

TERRE HAUTE.—The high school pupils publish a 4-page, 4-column paper. W. W. Byers is principal of the school,

The school building at Auburn, that was burned about one year ago, has been re-built, and school was opened in it October 16th.

The *Minnesota Journal of Education*, conducted by S. S. Parr, formerly of the Indiana State Normal School, looks well and reads well.

Spiceland Academy, Clarkson Davis, principal, still prospers, and deserves credit for thorough work and a vindication of high scholarship.

The Lafayette public library will open November 1st, with 13,300 volumes. Supt. Merrill is taking an active part in launching the enterprise.

New Albany is working for a public library. Those interested in the enterprise lack only a few hundred dollars of having the amount pledged, necessary to start on the scale desired.

DECATUR COUNTY.—The manual, in addition to what is usually found in such reports, gives a very full outline of township institute work. John H. Bobbitt is the county superintendent.

WANTED—To know the P. O. address of Miss Sadie Purdy, a teacher.

JOHN H. BOBBITT, Co. Supt.,  
Greensburg, Ind.

The Muncie high school had enrolled, October 6th, 137 students, only three of whom were under 14 years of age. This is a very large attendance for a place the size of Muncie. Mrs. Emma Mont. McRae is principal.

The trustees of the Brazil schools gave the superintendent and teachers a day in which to visit the Indianapolis schools. School boards act wisely when they give their teachers an opportunity to visit other schools.

MADISON.—The Madison schools are starting the new year with encouraging prospects. With thirty-five teachers and an attendance of more than a thousand children, Supt. Martin is directing the work with great satisfaction to all concerned.

**VALPARAISO.**—The Northern Indiana Normal is reported, as always, on the up-grade. H. B. Brown, the principal, possesses enough energy, perseverance, affability, personal magnetism, and nobility of character to supply a half-dozen ordinary men.

**WARRICK COUNTY.**—The manual of these schools for 1882-3 is at hand, and to our mind is a model. We have not seen one containing more practical suggestions. Supt. W. W. Fuller is doing an excellent work in perfecting the grading of his schools. He has his entire work well in hand.

**LAPORTE COUNTY.**—County Supt. W. A. Hosmer has sent out a 16-page pamphlet, made up largely of "Remarks on the course of study." If there is a superintendent in the state who gives his teachers more substantial help in this way than does Mr. Hosmer, we have not yet discovered the fact.

**HANCOCK COUNTY.**—The manual for this county is just out, and is one of the neatest we have seen. It contains a great deal of valuable information to teachers. The course of study has been changed somewhat, and practical suggestions are given as to the teaching of each branch. Supt. R. A. Smith seems to be doing a good work.

**FORT WAYNE COLLEGE.**—This college has started the new year with brighter prospects than usual. The number in attendance is larger than ever before, and an excellent spirit prevails. Among the added facilities for improved instruction are a new telescope, a new microscope, new wall maps, etc. W. F. Yocum is the efficient president.

**RIPLEY COUNTY.**—The manual for this county is not an attractive one in appearance, but it contains as much brain work as any we have seen. The synopsis of methods and the discussion of a number of miscellaneous subjects, such as Special Preparation, Black-board Work, Whispering, etc., all reach the spot. Thomas Bagot is superintendent.

**CLINTON COUNTY.**—Several of the enterprising teachers of this county have formed a "Reading Club" for the purpose of pursuing advanced studies. Judging from the printed programme, the work planned is entirely too extensive. A few subjects carefully studied would be much better than a glance at so many as are named. R. G. Boone is the leader of the club.

**PUTNAM COUNTY.**—The manual for this county contains the rules and regulations, the course of study and comments thereon, programme of township institutes, etc. Special attention is given to the subject of "Gradation." The matter of "District Libraries" for the use of the children is a new feature and a highly commendable one. L. E. Smedley is the moving power.

LOGANSFORT.—The report of the Logansport schools for the month ending September 29th shows a total enrollment of 1600; belonging, 1500.2; daily attendance, 1443.6; per cent. of attendance, 96.2; pupils tardy, 110; visits to schools, 124. The average attendance has regularly increased for the past five years. The high school enrolls 72. J. K. Walts is still superintendent.

THE annual report and manual of the public schools of Columbia City is before us. The report shows a slight falling off in attendance, owing to the withdrawal of Catholic children. It shows also that the present school buildings are not sufficient for the number of pupils now attending. It shows further substantial progress in the school work. W. C. Barnhardt is superintendent.

GREENE COUNTY.—The new manual for this county is at hand. It has been prepared with much care, and compares favorably with the best we have seen. It contains an excellent article on "Gradation and Graduation"; the township institute programmes are good; "Why some Teachers Fail" will keep some teachers from failing. S. W. Axtell is the boss workman in the county.

HENDRICKS COUNTY.—County Supt. Dobson has condensed many things into his manual. The programmes for township institutes are quite full. Mr. Dobson was one of the first superintendents to make programmes for his institutes, and thus give direction to this work and secure a degree of uniformity. He has modified his plan of gradation to conform to that agreed upon by the Superintendents' Convention.

WINCHESTER.—The annual report for 1882-3 shows the Winchester schools in excellent working order. Number of pupils registered 623; average belonging, 439; per cent. of attendance, 90. The course of study, with practical suggestions as to teaching the different branches form a part of the report. A full list of the books composing the high school library is given. There are about 200 vols. E. H. Butler is still superintendent.

In January, 1882, the Joseph Dixon Crucible Co. offered twelve prizes, amounting to \$275.00, for the best twelve drawings made exclusively with the Dixon American Graphite Pencils. This plan to encourage the art of drawing in the schools was so successful that the company now offers *190 prizes*, amounting to nearly *one thousand dollars*, to the pupils of the public and private schools in the United States, including art students. For full particulars, address the company at Jersey City, N. J.

NOT ANY WATERMELONS.—At the Miami county institute D. Eckley Hunter gave a very interesting lesson in grammar, in which he developed the rules for the formation of the plural in nouns, then gave

he rules for writing the possessive, both singular and plural. He then gave orally, ten examples for members of the institute to write, and promised to give them a car load of watermelons if all the examples were written correctly, and ten watermelons if 95 per cent. of them were correct. These are the examples: Three cats' tails; one lady's hat; three ladies' hats; one mouse's ear; three mice's ears; three heroes' swords; one cuckoo's wing; three cuckoos' wings; Laura Days's book; John Bloss's sale. Two young men got every exercise wrong and were graded zero. Several spelled cuckoo "cookoo." One had "three cats's tails." Thirty-six wrote the examples, and the grade showed up as follows: Five had 100 per cent.; two, 90; three, 80; six, 70; six, 66; three, 50; three, 40; three, 30; three, 20; and two zero. The average grade was 58.6.

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**SLEEPERS.**—A sleeper is one who sleeps. A sleeper is that in which the sleeper sleeps. A sleeper is that on which the sleeper which carries the sleeper while he sleeps, runs. Therefore while the sleeper sleeps in the sleeper the sleeper carries the sleeper over the sleeper under the sleeper until the sleeper which carries the sleeper jumps off the sleeper and wakes the sleeper in the sleeper by striking the sleeper under the sleeper, and there is no sleeper in the sleeper on the sleeper.—*Indianapolis Sentinel*.

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### HIS OR HER.

*Editor Journal*:—I remember seeing an article upon this subject several years ago, (I think in an old number of the Journal), in which, for a pronoun of common gender, the writer suggested a word compounded from the two pronouns, *he* and *she*. This, when declined, would read as follows:

Nom.....Hesh.  
Poss.....Hiser.  
Obj.....Himer.

I think you will find this to answer all the purposes of a pronoun of common gender and singular number.

*Houston, Ind.*

R. S. MOORE

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### COUNTY INSTITUTES.

**MARSHALL COUNTY.**—This institute was held in Plymouth the last week of August, and was very largely attended. The enrollment reached 160, with an average attendance of 130. The schools of the county are doing well under the supervision of Thomas Shakes.

**PORTER COUNTY.**—The institute met in Valparaiso August 21st. Supt. Porter had general charge. The principal instructors were W. H. Banta, M. L. Phares, Miss N. M. Robinson, M. O'Riley, Lettie Hewitt, and Mrs. Boucher. Resolutions were passed endorsing Supt. H. W. Porter, condemning the high price of school books, and urging the Legislature to provide by law for cheaper books, sympathizing with the movement for reform of spelling, and objecting to "outside" workers in the institute. Kate B. Cronican was secretary.

**KOSCIUSKO COUNTY.**—This institute was held the last of August, and was one of the largest ever held in the state. The enrollment reached 183, exclusive of visitors. All the work was done by home teachers. The principal instructors were G. L. Harding, M. F. McAlpine, J. M. McAlpine, G. P. Bible, J. P. Dolan, and Mr. Miller. Resolutions were passed endorsing the work of Supt. Anglin, favoring more money for institutes, trustees selecting teachers, and a single teacher for the entire school year.

**BLACKFORD COUNTY.**—The teachers of Blackford county met at the high school building in Hartford City, Monday, Aug. 21, 1882, Lewis Willman, County Supt., presiding—D. H. H. Shewmaker, of Muncie, being the principal instructor. Prof. Bloss was in attendance the first day, and in the evening gave a very interesting lecture on "The Education of the Masses," at Van Cleve's Opera House, a large audience being present. Will J. Houck, of Jay county, and H. S. McRae, of Muncie, also gave good instruction. Number enrolled, 73; average attendance, 44. Take it all in all it was the best institute ever held in the county. The schools of Blackford will compare very favorably with any other county. The system of grading is about complete; good houses are being built and old houses made comfortable; good apparatus is supplied, etc., etc.

ROBERT W. STAFFORD, *Sec'y.*

LEWIS WILLMAN, *Supt.*

**FAYETTE COUNTY.**—1. The institute of this county was held in Connersville, beginning August 21st. The general supervision and management of the institute was under the care of J. S. Gamble, county superintendent. Prof. McFarlan, of Columbus, O., gave instruction in Mathematics and Geography; Mrs. R. A. Moffet, of Rushville, Grammar, Moral Training, Elocution, and Government; J. H. Hays, Connersville, History and Physiology. Evening lectures were given by Prof. McFarlan on "Astronomy"; J. P. D. John, of Asbury University, on "Great Britain and What I Saw on the Way"; W. R. Houghton, on "Civil War," with stereoscopic views of principal battles, illustrated by calcium lights. Thursday evening was spent socially. If the teachers preserve the same interest and en-

thusiasm in their schools they manifested during the institute, we predict the coming year will bring our county better results than has ever before been realized. "*Onward and upward*" is our motto.

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## GEMS OF THOUGHT.

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### THE BOYS WE NEED.

Here's to the boy who's not afraid  
To do his share of work ;  
Who never is by toil dismayed,  
And never tries to shirk.

The boy whose heart is brave to meet  
The lions in the way ;  
Who's not discouraged by defeat,  
But tries another day.

The boy who always means to do  
The very best he can ;  
Who always keeps the right in view,  
And aims to be a man.

Such boys as these will grow to be  
The men whose hands will guide  
The future of our land ; and we  
Shall speak their names with pride.

All honor to the boy who is  
A man at heart, I say ;  
Whose legend on his shield is this :  
"Right always wins the day."

[*Golden Days.*]

"Do thy duty,  
Nothing fearing ;  
Trust the rest  
In faith to God."

"Heaven is not gained at a single bound ;  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount to its summit round by round."

"But it never could be kind, dear,  
In haste to act or speak ;  
It never could be noble,  
To harm the poor or weak."

"Now I lay me down to sleep,  
I pray thee, Lord, my soul to keep.  
If I should die before I wake,  
I pray thee, Lord, my soul to take."

"It is not just as we take it,  
This mystical world of ours;  
Life's field will yield, as we *make* it,  
A harvest of thorns or of flowers."

"He prayeth best who loveth best  
All things both great and small;  
For the dear God who loveth us,  
He made and loveth all."

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## PERSONAL.

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Willis B. Huron has the Farmland schools this year.

H. T. Pickel is superintendent of the Mitchell schools.

M. L. Phares has charge of the high school at Chesterton.

Henry Gregory is superintendent of the Leavenworth schools.

H. W. Bowers is superintendent of the Winchester high school.

Jas. H. Logan has for six years been principal of the Grandview schools.

Mahala Jay is principal of the preparatory department of Earlham College.

Andrew Whiteleather, a graduate of the State Normal, is teaching in the Brazil schools.

Donald L. Morrill, a graduate of Brown University, is principal of the Attica high school.

G. S. Cline has changed his head-quarters from Valparaiso to 15 Vance Block, Indianapolis.

A. D. Hurst is reported to be giving good satisfaction as superintendent of the Brazil schools.

S. B. McCracken, for several years of Camden, has been elected principal of the Delphi high school.

J. I. Hopkins is principal of the Kirklin schools this year, and is working with satisfaction to himself and patrons.

J. Fraise Richard, of Mansfield, O., did work in several county institutes in this state during the last summer. His work is spoken of in the highest terms.

G. H. Kenaston is superintendent of the Attica schools. He is a graduate of Dartmouth College, and has taken a post graduate course at Michigan University.

Morgan Caraway, Supt. of the Portland schools, and his entire corps of teachers recently spent a day in the Richmond schools, and he says of the visit, "It helped us very much."

J. P. Wickersham, late State Supt. of Pennsylvania, has resigned the position of Minister Resident at the Court of Denmark. The climate at Copenhagen did not seem to agree with him.

H. B. Jacobs, late Supt. of the New Albany schools, is now visiting schools in the East. He will visit the schools of New York, Boston, Washington, Philadelphia, Quincy, Pittsburg, and perhaps others.

J. L. Denton, State Supt. of Arkansas, and editor of the *Arkansas School Journal*, while holding a teachers' institute at Fayetteville, Ark., in a fit of insanity jumped from a balcony and killed himself. He was one of the leading educational workers of that state.

John W. Cowen, formerly superintendent of the Angola schools, and also superintendent of the Steuben county schools, is now supt. of schools at Fargo, Dakota. This is one of the rapidly growing new towns of the great Northwest. Mr. Cowen's Indiana friends are glad to hear of his success.

H. D. Harrower, formerly agent for Ivison, Blakeman, Taylor & Co., and well known to many readers of the Journal, was married in New York City, October 31st. Mr. Harrower now lives in New York, and has a responsible position with D. Appleton & Co. His Indiana friends remember him kindly and wish him well.

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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### WILD FLOWERS.

In the *Indianapolis Journal* of September 16th, Prof. J. M. Coulter, of Wabash College, Crawfordsville, under the caption, "A Plea for our Native Plants," deprecates the fashion of cultivating foreign plants to the exclusion of our native flora. He says "there are wonderfully beautiful plants in Indiana that are seldom cultivated, that are easily cared for and ten times more attractive than many prized and tender exotics." Among them he mentions the following ornamental shrubs and trees: American Crab Apple, Choke Cherry, Flowering Dogwood, Burning Bush, Climbing Bitter-Sweet, Virginia Creeper and Trumpet Creeper, and White Clematis. For early

bloomers Mr. Coulter recommends the Blood Root, Cloudine Poppy (and the Coliursia). For rich color the Fire Pink and Cardinal Flower. Also the Marsh Rose Mallow and the Spireas. Among compositæ, the Blazing Stars and Golden Rods, and several of our fifteen wild Sunflowers. Of orchids, Mr. Coulter says: "Of course all orchids are beautiful, wonderfully beautiful as well as marvelously constructed, and it is not generally credited that this brilliant tropical family is well and creditably represented in our own state. We have no fewer than thirty of them, and some of these the very finest. The yellow-fringed orchis and the purple-fringed orchis, with their half dozen relatives, would enrich the best flower garden in our country. Among orchids the Lady's Slippers or Moccasin Flowers are old and well known favorites."

Mr. Coulter urges upon all the cultivation of our native plants, and offers to identify any of the fifteen hundred wild plants of the state, of which specimens may be sent him at Crawfordsville, Ind.

#### SCIENCE ARTICLES IN THE OCTOBER MONTHLIES.

*Popular Science* gives "The Past and Present of Cuttle Fishes," by Dr. Andrew Wilson. A popular and interesting account of this most curious group. With this article for the facts and Oliver Wendell Holmes's poem on "The Chambered Nautilus," a pleasant and useful general lesson may be given.

#### THE CHAMBERED NAUTILUS.

This is the ship of pearl, which, poets feign,  
Sails the unshadowed main,—  
The venturous bark that flings  
On the sweet summer wind its purpled wings.  
In gulfs enchanted, where the siren sings  
And coral reefs lie bare,  
Where the cold sea-maids rise to sun their streaming hair.  
Its webs of living gauze no more unfurl;  
Wrecked is the ship of pearl!  
And every chambered cell,  
Where its dim dream-life was wont to dwell,  
As the frail tenant shaped his growing shell,  
Before thee lies revealed,—  
Its irised ceiling rent, its sunless crypt unsealed.  
Year after year beheld the silent toil  
That spread his lustrous coil;  
Still, as the spiral grew,  
He left the past year's dwelling for the new,  
Stole with soft step its shining archway through,  
Built up its idle door,  
Stretched in his last-found home, and knew the old no more.

Thanks for the heavenly message brought by thee,  
Child of the wandering sea,  
Cast from her lap, forlorn !  
From thy dead lips a clearer note is born  
Than ever Triton blew from wreathed horn !  
While on my ear it rings,  
Through the deep caves of thought I hear a voice that sings:  
Build thee more stately mansions, O my soul,  
As the swift seasons roll !  
Leave thy low-vaulted past !  
Let each new temple, nobler than the last,  
Shut thee from heaven with a dome more vast,  
Till thou at length art free,  
Leaving thine out-grown shell by life's unresting sea.

There is also an article on "Industrial Education in the Public Schools," contending that the present system educates our pupils out of harmony with what is to be their life work ; that is useful industry. It contains many salient points.

An address by Mathew Arnold on "Literature and Science," given at Cambridge, attacks the science tendencies in collegiate education, and contends for more education in the humanities. It is mainly directed against the school of which Prof. Huxley is the exponent. Mr. Mathews says: "Europe is for intellectual and spiritual purposes a great confederation whose members have for their common outfit a knowledge of Greek, Roman, and Eastern antiquity, and of one another. Special local and temporary advantages being put out of account, that modern notion will, in the intellectual and spiritual sphere, make most progress which most thoroughly carries out this programme." To which, of course, there is much dissent among scientific teachers and laborers.

In the *American Naturalist* is a review of the work done on fishes in 1880-'81, which gives credit to Dr. D. S. Jordan and Prof. C. H. Gilbert, of the State University, as the principal contributors to this branch. They have cleared up the mysteries attaching for years to the species of Pacific Salmon, and answer affirmatively the question, "Do flying fish fly"? The flight lasts over 40 seconds, extends a quarter of a mile, and is by the flapping of the large wing-like front fins, while the rear fins are held in quiet expansion.

Dr. S. A. Forbes, of the State Lab. of Natural History, Normal, Ills., has found a species of Bacteria destroying the Chinch Bug. To see these good little parasites at good advantage he used a fifteenth inch Tolle's homogeneous immersion object-glass, of recent make, very expensive and of high power. Bacteria have their uses to man, even if allied forms may be the cause of contagious diseases.

In *Scribner's Monthly* is an illustrated article on "Hand Work in the Public Schools of Philadelphia," by C. G. Leland. Sixty or more school children from 10 to 16 years old, girls and boys, are engaged in different kinds of decorative work. They are not copying worn-out lithographs of cows and castles, landscapes and banquets, but make salable articles in clay ware, needle work, wood carving, and brass work. In the latter boys have filled commercial orders making \$5.00 a day apiece.

Edward J. Steel, Pres. Board of Education, has led in the work, and the board of education appropriated the funds to this use. The pupils meet once a week; boys do as well as girls; they are in earnest. The shop work could already be sold for enough to meet the expenses. This is a new and interesting departure in the direction of manual education by a city school board.

In *Harpers' Monthly* is an illustrated article on J. Cleves Symmes, and the theory popularly styled "Symmes's Hole," which is not without interest to the geography classes. Symmes believed there were beneath our feet miles and miles of unclaimed domain—the surfaces of inner spheres of the earth widely open at the poles. Reindeer roamed in the cooler borders; fish swam in its seas; beautiful trees and flowers and animals made its life a primal gladness. He burned to discover this unknown land, to sail in and find a mighty race of men and disclose a civilization as yet undreamed. Dusty, human, faulty, but self-denying and steadfast, a man with a purpose.

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## BOOK TABLE.

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*Atlas of Anatomy, or the Human Body, in 24 Colored Plates.* By Theodore Eckardt. Indianapolis: Hadley & Shortridge, general agents.

We have examined the above plates with both interest and delight. In the twenty-four charts are more than one hundred separate figures showing all parts of the human system with great minuteness and wonderful fidelity. The figures are colored so as to accurately represent the part, not only in shape and position, but in color also: this adds much to their value. They are without any doubt the finest plates of the kind we have ever seen.

These plates are also mounted in chart form for school-room use. The brief descriptive text, with a very full index, accompanying each plate, adds much to their value.

It would be an excellent thing if a set of these charts could be placed in every school house in Indiana.

*Plymouth Pulpit.* A weekly publication of sermons preached by Henry Ward Beecher. New York: Fords, Howard & Hulburt. Price, \$2 per annum.

If any one wants a weekly sermon fresh, thoughtful, liberal, non-sectarian, christian, let him send for "Plymouth Pulpit." Mr. Beecher has no equal in America as a helpful christian preacher.

*Harpers' Monthly* is the "old reliable" literary magazine of this country. It always maintains a high standard, always gives a great variety, is always extensively illustrated, always commands the best literary talent the country affords. Address Harper & Bros., Franklin Square, New York.

*The Warsaw Herald* is the name of a new weekly paper just started at Warsaw, with Alvin Porter as editor. An educational column is conducted by G. P. Bible and J. L. Shadinger. The first issue looks well and reads well. It has the clear ring of principle underlying its platform.

*The Earlhamite* is one of the best college papers that reaches our table. It is conducted on a higher plane than are most papers of its class.

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## BUSINESS NOTICES.

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HARPER & BROTHERS, of New York, have recently reduced the prices on their School Books below those of any other publishers in the United States. They have books equal to the best, get them up in the best style, and sell them far below any others. See last month's Journal for prices, or write to W. J. Button, 379 Wabash Ave., Chicago, for price-list.

SPECIAL NOTICE TO TEACHERS.—The People's Cyclopedia being in special demand among Teachers, we wish to state that teachers may order of us the Cyclopedia direct, and make three monthly payments. J. M. OLCOTT,  
11-1f 36 East Market St., Indianapolis.

THE AMERICAN JUVENILE SPEAKER AND SONGSTER has met with much favor wherever tried, and only needs to be tested to prove its usefulness in the school-room. Hear what others say: "Your Book received, and is a splendid collection of music and selections."—*W. A. Ogden.* "My sister is using the Book I purchased of you, and likes it VERY MUCH INDEED."—*An Iowa Teacher.* A number of others might be given, but these will suffice. Order a dozen copies and supply your school. Sample, 40 cents. \$3.60 per dozen. [10] C. A. FYKE, Hicksville, O.

PHILLIPS & HUNT, PUBLISHERS.—The After School Series. 12mo., \$1.25. By William Cleaver Wilkinson. PREPARATORY GREEK COURSE IN ENGLISH. This volume belongs to a series of books, four in number, now in course of preparation, and soon successively to appear. The primary design of the series is to enable persons prevented from accomplishing a course of school and college training in Latin and Greek, to enjoy an advantage as nearly as possible equivalent, through the medium of their native tongue. Will be sent to any address, postage prepaid, on receipt of price.

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Single copies 35 cents. In clubs of 10 or more, 25 cents a year. Samples free. Ten (10) sent to any teacher wishing to get up a club.

11-3t Address **HENRY D. STEVENS**, Editor, Indianapolis, Ind.

**AGENTS WANTED.** The authorized edition of the works of **JAS. A. GARFIELD**, by President **B. A. Hinsdale**, of Hiram College, will soon be ready for issue. *Canvassers Wanted* in every township and county at once. Secure your territory—*A Bonanza to Agents*. **UNION BOOK COMPANY**, Detroit, Mich., General Agents for Michigan and Indiana. 11-1t

**1500** **QUESTIONS IN GEOGRAPHY, WITH ANSWERS.** A book for teachers, furnishing excellent **REVIEW DRILL** for classes. Questions mostly from State Board Examinations. In book form. Price, 50 cents.

10-1y Address, **J. A. WOODBURN**, Bloomington, Ind.

## PRIMARY PHONOGRAPHY

(Just Published)

By **I. C. CRADDOCK**, Teacher of Phonography at Girard College. This new book [Isaac Pitman's system], which we so favorably criticised in this paper a few weeks ago, is now for sale by the author, 1033 Race St., Philadelphia., and by **J. B. Lippincott & Co.** \$1.50, in cloth. This book is of great value to the beginner in short hand, as it does not treat of contractions or confusing signs, which usually appal the pupil at the outset, but makes him thorough in "sound writing." The characters are large, showing plainly the curves and shadings. Reading matter is no rehash from other books, but fresh and original; written in the simple letters of the Phonographic Alphabet.

The *American Short-Hand Writer*, Boston, says: "This new book is certainly a sign of the times, and would have supplied a crying want a dozen years ago." We need hardly add that the cry grows stronger every year for rapid penmanship. This book is a royal road to the short hand student, and brings him in a beguiling manner to the end without a thought of study.

[10-2t]

## TO TEACHERS.

**BUILDING OF A BRAIN,**

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WILL OPEN ITS

41ST SESSION ON TUESDAY, AUG 29, 1882.

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This Institution, now more prosperous than ever before, has grown and flourished solely upon its own merits. Strict attention to business, thorough work in every department, and honorable competition, without any attempt to disparage the good work of other schools, have won for it encomiums from leading educators everywhere, and have in eight years built up a school from one beginning with 35 students to one whose average enrollment exceeds 1200, thus making it the

## *LARGEST NORMAL SCHOOL IN THE LAND.*

The attendance each succeeding term has been greater than that of the corresponding term of the previous year.

This continued growth for Nine Consecutive Years is the Best Evidence of the School's Worth.

It now has representatives from almost EVERY STATE AND TERRITORY IN THE UNION, and from the PROVINCES OF CANADA. These young people are refined and cultured, and come from the best families. The majority of them have made their own money, and are paying their own way, while many others come from homes of luxury.

ALL ARE UPON THE SAME BASIS, the only criterion being the work done.

No institution is more faithful to those entrusted to its care.

Each department is in charge of a teacher *especially trained for his work*. It is evident that the instructor who gives his whole time to one or two branches can accomplish more for students than the one who attempts to teach everything. This advantage can not be enjoyed where the attendance is small.

The large attendance enables us to have classes of so many different grades that students can enter at any time, select their own studies, begin where they wish and advance as rapidly as they may desire.

MRS. KINSEY has assumed full management of the Boarding and Rooms of the LADIES' DEPARTMENT. Parents need have no fears about sending their daughters here, as they will be under the care of an experienced and cultured lady, who will give them her special attention.

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The fact that the School Buildings are located about one mile from the city, while a decided advantage to the School, has caused us serious inconvenience in securing for students such accommodations as we desired.

Building after building has been erected, but it has been impossible to keep pace with the rapidly increasing attendance. During the past four years the citizens have come to our aid. Now "College Hill" is a village of itself, and we take great pleasure in stating that we are prepared to furnish all who come with large, well lighted, well ventilated rooms, and near the School Buildings.

For the Library, during the past year, \$3500 have been expended, and during the coming year \$5000 more will be expended. Choice books, magazines, daily papers, American and Foreign, and everything that tends to make a pleasant literary home are found here.

The Scientific Department is being completely furnished. We are securing finely prepared specimens of all kinds of birds and other animals, and Geological specimens from all parts of the world.

The Philosophical, Chemical, and Astronomical apparatus is new and of the most approved patterns.

No expense is spared in providing everything of the best quality, so that in this department also students will have the same advantages as are found in the older and endowed institutions of learning.

THE COMMERCIAL DEPARTMENT in connection with the Normal is the most complete Business College in the West. It is conducted on the Actual Business plan. The attendance being large, enables us to sustain two sets of offices; this affords advantages found at no other Commercial School. The fact that the demand for teachers, book-keepers and clerks trained here is greater than we can supply, is the best evidence that the work in every department meets the wants of the public.

POSITIONS SECURED.—The student who completes any one of the courses of study is almost certain to secure, at once, a good paying position.

NO CHANGE IN RATES.—Notwithstanding our increased facilities, and the fact that the prices of everything have materially increased, yet the rates to the student remain the same.

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CALENDAR.—Fall Term will open August 29, 1882; First Winter Term will open November 7, 1882; Second Winter Term will open January 16, 1883; Spring Term will open March 27, 1883; Summer Term will open June 5, 1883.

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✓ THE POLITICAL RELATIONS OF THE TEACHER.

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BY ANDREW WHITELEATHER.

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I. THE SOCIAL INSTITUTIONS UNDER WHICH MAN LIVES.

**W**E are told that no one lives wholly to himself. A Robinson Crusoe of to-day is believed to be an impossibility. We partake more or less of the institutions of society in which we move. These institutions are the family, civil society, the church, and the state.

By the very terms of our existence we are brought into the family relations. The first steps in our growth and development are taken in the home. The child here receives the early nurture and care that is so much needed. The influence of the family is thus co-existent with the individual. We are early subjected to an extended course of instruction and training, and of necessity. We are led to look out from the home into the business world and are prepared to enter another social unit—civil society. Here the individual engages in some useful vocation by which he can be self-sustaining. Again it is at the threshold of the family that the church receives its members. Here, by the demands of his nature, the individual enjoys a sphere of action above the common things of life, and experiences a more substantial enjoyment in the higher life.

Thus we see that the interests of the individual are so interwoven with those of others that his relations are varied and early become complex. Out of these complex relations difficulties arise. If each person had infallible vision to discover the right and were willing to follow it, perfect social harmony would be enjoyed. "But such is not the case, hence the state is organized above the family, civil society, and church, to ascertain, define, and enforce what is right, and to prohibit what is wrong in the manifold relations of life."

## II. ORIGIN OF THE PUBLIC SCHOOL.

Evidently man is destined to enjoy the complete development of all his powers—physical, intellectual, and moral. This development can be accomplished only by a severe process of instruction and training. This the social organizations named are unable to give. The highest welfare of the individual and of the state demands as a necessity that the people shall be educated. It is further believed, that not only the success, but even the very existence of a republican form of government depends upon the general intelligence and morality of the people. The state in the exercise of its function establishes the public school as a special institution for the education of all its members.

## III. RELATIONS THE TEACHER SUSTAINS TO THE STATE.

1. *As Agent.*—The teachers of the public schools are employed by the state as her agents, to give that instruction and training to the children and youth, which shall fit them to become useful members of society and intelligent citizens. In the discharge of his duties in this relation the teacher serves in the two-fold capacity of instructor and disciplinarian.

(a). *In Instruction.*—In the *instruction* the welfare of the individual requires that he be well grounded in the elementary knowledge and use of language, mathematics, and the natural sciences. But the welfare of the state demands that he be prepared for good and intelligent citizenship. In order that the citizen's choice may be made with wisdom, he must be a person of intelligence and character. The political condition of the

state depends in a great measure upon the degree of intelligence and morality possessed by the people. Human rights are very complex, so are the civil institutions in which man moves and takes part as a member. To be able to state and define all the relations the individual sustains to each of these institutions is more than can be universally expected. But the rights of the individual and the mutual relations of the individual and the state are so important to each that in order that the citizen may make safe and intelligent choices in the discharge of his duties, he must be acquainted with the organization of which he is a member and to which he looks for protection and guidance. This knowledge evidently is of a high order. It includes a practical knowledge of political principles and the relations the individual sustains to society. Among the subjects that should enter into the sum of the intelligence of the citizen are his ideas of right, liberty, freedom, property, society, value, production, commerce, money, credit, taxation; in short, he should be grounded in the principles of civil government. In fact no citizen of a free state can comprehend his duties, or perform them intelligently, if he be ignorant of these elements of political economy. This means that the citizen must possess a liberal education. And Milton says that one of the steps in a liberal education must be the study of politics—to know the origin, progress, and purposes of political societies—that the citizen may not, in a dangerous fit of the commonwealth, be a poor, shaken and uncertain reed, but a steadfast pillar of the state. Here it may be said that political education does not mean instruction and training in party doctrines; but, in addition to subjects already named, instruction and training in the higher political convictions.

The nature of the instruction that the school should give in addition to what is usually held may be inferred from what has already been said; yet a positive statement of the work and the relation it sustains to the citizen seems necessary. Among the crystallized principles included in this instruction the following may be named: The right of each citizen to his free voice and vote must be upheld; office holders must not control the suf-

frage ; the office should seek the man, and not the man the office ; public service in business positions, should depend solely on fitness and good behavior ; the crimes of bribery and corruption must be relentlessly punished ; local issues should be independent of national parties ; coins made unlimited legal tender must possess their face value as metal in the markets of the world ; sound currency must have a metal basis, and all paper money must be convertible on demand ; labor has a right to the highest wages it can earn, unhindered by public or private tyranny ; trade has the right to the freest scope, unfettered by taxes, except for incidental home encouragement and for government expenses ; corporations must be restricted from abuse of privilege ; neither the public money nor the people's land must be used to subsidize private enterprise ; a public opinion, wholesome and active, unhampered by machine control, is the true safeguard of popular institutions.

Of course there must be no reference made to present political parties as to which one is best fitted to carry these principles into practical operation. These principles can be drawn out only in the higher grades, and that when the elementary work has been thorough and systematic. They can be effectually drawn from the work in reading, geography, history, literature, civil government, and political economy.

It is believed that if this instruction be made thorough and systematic and with all the spirit of patriotism imbued, much will be done in the way of securing those conditions of society which will allow popular suffrage to give that wisdom to our government that the nature and safety of the republic demand.

Thus the political influence of the school has been partially marked out, but the successful working out of the ends proposed depends almost wholly upon the teacher. He has an almost absolute control of the school, directs all the work and exercises an influence, strong and lasting ; and whatever the province and function of the school, the practical carrying out of the idea rests with him. If his conceptions of the relations the individual sustains to the state, as well as to the other institutions of society, are clear and correct ; and if he acts upon the sense of duty that

these prompt, the teacher is the person in the end to whom society is to look principally for the emancipation of its members from those conditions that are threatening the very existence of the highest type of civilized life. With the co-operation of all directly concerned he shall raise up a nation of thinking, virtuous, and sagacious citizens, in whose hands the institutions which are the crowning glory of our land shall be safe, and the blessings secured by our constitution preserved to endless posterity.

(b). *In Discipline.* — But it is through the *discipline* of the school that the child learns the first lessons of good citizenship. He forms the habit of combining reading with others in the work and movements of the daily exercises. Through years of school life he is subjected to those laws of conduct necessary to mental action and growth, as well as to business success. The lessons of punctuality, regularity, silence, attention, politeness, and perseverance, daily learned and practiced, and finally crystalized into strong habits, form the cardinal virtues of a citizen. The necessity of being in a certain place at a certain time teaches the valuable truth that no one has a right to waste his time or that of another, and that punctual attendance to the duties of the hour is essential to success. The mandate of regularity is taught by its necessity in successful mental rivalry and by fear of rebuke and chagrin in falling behind one's class. The lessons of silence and attention as conditions for mental activity are invaluable, and the subjects of politeness and perseverance need no comment.

But perhaps the most important habit formed is that of *obedience* or subjection to authority. It is respect for righteous government, impelled by intelligent apprehension of its necessity and purpose, which forms the highest type of citizenship. Society needs not only the intelligence requisite for framing laws but that for obeying them. May it not be claimed, with reason, that the discovery in school studies that all the universe is subject to law, emphasizes the importance of school and family, of social and state regulations? From the lowest to the highest branches, from the laws of mathematics as found in arithmetic to the same laws discovered as controlling the swift motions of ponderous

worlds, the pupil meets the grand truth that through all petty things of earth, and all the mighty interests of society, and all the glorious phenomena of nature, "one unceasing purpose runs." What better than this could there be to prepare the mind for obedience to law, and to recognize in human government a manifestation in time of a purpose eternal?

To this point Dr. W. T. Harris says: "Obedience to law is the condition by which the individual realizes the ideal type of character which distinguishes one people from the people of another nation. This type is produced by the laws which furnish the ideal standard of conduct, as well as by the political participation which the citizen is permitted to exercise by the form of his government. The more advanced form of government agrees with the most rudimentary in the fact that it requires obedience to its laws, but it differs in that it allows the citizen a participation in the making of those laws, and to a large extent *educates him to be a law unto himself.*"

2. *As Citizen.*—As a citizen the teacher usually does not wield that influence commensurate with his scholarship and ability. It seems clear that the teacher should also be alive to the interests of the state and be a useful member of society as a citizen. Aside from his school work he should exercise great influence, and that for good. Not that he should be a partizan in politics, but that he should add strength to what is politically right as well as what is morally and socially right. Certainly they should labor wherever good will result to the schools, and it is believed that by united effort the teachers can greatly influence if not control school legislation. The teachers of a state would thus be a strong power and exercise great good by taking part in the great educational, moral and social issues, if not political issues, that agitate the state from time to time in the progress of civilization.

In conclusion, the teacher sustains important relations to the state; as the agent of the state he supplements the family training and prepares for the church and state; and while his position is trying and his compensation inadequate, he is consoled with the thought that he is building for eternity and not a jewel is lost to his crown.

BRAZIL, IND.

## THE QUESTION-BOOK BUSINESS.

HERE is no more lamentable or significant commentary upon the quality of our teachers and their teaching than the number of "question-books" published, and the immense quantities of them sold. It is safe to say that no other book for teachers sells as well, and their use seems to be on the increase.

But they are a delusion and a snare; and a teacher who succeeds in getting a certificate by means of them is nothing less than a fraud. And yet they sell by the 100,000 every year, and furnish the cap-sheaf to the education, if such it may be called, of at least an equal number of teachers. In the whole matter of making and using them, there is an element of quackery and deceit, discreditable to authors, and disastrous to genuine education.

Being able to answer isolated questions is not knowing a subject. There is no culture, there is no power in such patch-work learning. It is a miserable subterfuge; and ought to be frowned upon by every reputable teacher.

There is only one honest way of getting an education, and that is by mastering subjects in their principles, by knowing them as wholes. But this is never the case of persons who cram themselves with a set of questions and answers, nor is such ever their purpose. Their purpose is, not to learn the subject, but, upon the theory of probabilities, to hit upon the questions the examiner will ask, and thus be enabled to answer him, and obtain a license.

The term fraudulent is none too strong to apply to such an operation. Discipline and power come from the proper study and mastery of any subject. But they do not come from merely picking up facts here and there. Information is not discipline. And yet this discipline, power, culture, whatever it may be called, is the quality valuable and desired above all else in the teacher. A teacher's certificate is supposed to be a guarantee for the possession of such an amount of this power as comes from the honest study and assimilation of certain branches of learning.

But the teacher who rides into his place upon a question-book makes strong pretense of having what he has not and what he can not get by any such plan.

County superintendents and others in authority are largely responsible for the extensive use of those books, and for the consequent debility in our teaching force that comes from this use. It should be the object of every examiner to expose such shams, and to impress all persons with the superior value of conscientious and persistent study of any subject in a regular logical way.—*Schoolmaster.*

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## PROFESSIONAL VS. ACADEMIC EDUCATION.

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W. W. BIRDSALL.

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**P**ROFESSIONAL EDUCATION has been much insisted upon of late years, and this is well. It certainly is time that a beginner should have some other way of getting through his forest of difficulties besides chopping out his own path. I must not, therefore, be thought to condemn distinctively professional training, when I observe that it is a mistake to *substitute* it for a general education. It is said that the lawyer, the doctor, and the minister qualify themselves for their work by study in special schools, and that in like manner the teacher should be specially instructed in his own profession. But the successful lawyer builds his professional education on top of a regular collegiate course; so do the physician and the minister who would keep abreast of their time. So must the teacher add his professional training to a good general education, for it can by no means take its place. Of course there are cases where a choice must be made between the college and the normal school—and here, I think, many young people are choosing amiss. Let us suppose two young men, of equal ability, both proposing to teach, finishing their grammar school work, and one devoting four years to a regular college course, while the other takes the normal course instead. The college man finds that before he can take charge of the second reader class in the district school, he must think

out some methods of procedure, pump his county superintendent, and acquire information, and absorb advice from every available source. He will not unlikely sit meekly and regretfully under the instruction of his former classmate in the county institute, and hear so much about the "method in the thing," and the relation of the science of mind to the art of teaching, that he will begin to fear that he has made a grand mistake, and that it will be impossible for him to succeed without first acquiring normal methods, and probably going through a normal school.

On the other hand, the normal man is ready for business. He knows exactly what he is going to do, and is probably able to do it well. He is prepared for every probable difficulty, and being a capable fellow, he is able to meet every emergency, and his school is a success.

The college man has made some blunders, but being possessed of good sense, he masters his difficulties, makes or adapts his own methods, and he too is a success.

The second year the two start more nearly even, but I think the college man will do the better work. He has a broader view of the scope and ends of the work; the school is to him a means, and not an end; having in his own experience begun to reap the fruits of a thorough education, he systematically holds up its benefits to his pupils, and they will be likely to get a broader, better education, higher aspirations, and nobler incentives than the pupils of the normal man.

It is not derogatory to normal instruction to say that it must of necessity be more narrow than good college instruction, and while in the nature of things, it must result in growth, and to some degree in genuine education, it can not yield the fruits, or serve the ends of the college. It is not an uncommon thing for pupils to enter a city high school, *fail in a year's work*, go the next year to a normal school, come back and be appointed to positions in the schools on the strength of their *normal training*. This savors of quackery, of the idea that any material, ground through the proper mill, will make a *normal teacher*.

It is perhaps not *necessary* for a primary teacher to be a college graduate, but the grammar school teacher who is a college grad-

uate will hardly advise his pupils to take the *business course* (of two years) in the high school *because it is more practical*. The broader one's own education, the broader and better, of necessity, will be his teaching, and I believe that normal work will fulfill its mission, and find its true place, only when it is super-added to a thorough secondary, if not to a college course.—*Earlhamite*.

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## WE, OURSELVES.

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MARY H. KROUT.

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**N**ONE who presumes to teach little children should possess the patience of Job, the wisdom of Solomon, the eloquence of David, the devotion of Ruth, and the Faith of Elijah. A glance at any teachers' institute—a little reflection upon the teachers of our own acquaintance, some honest self-communion as to our own motives and ability, are more than sufficient to convince the most sanguine that individuals embodying all the above-mentioned virtues are extremely rare.

A teacher of this select and choice variety may possibly pursue her vocation in Illinois, or Massachusetts, or Ohio, but Indiana can scarcely number her among the thousands who figuratively wield the birch within her borders.

We know what allurements river, field, and forest, in summer and in winter, possess for others than those who substitute their delights for the "durance vile" of the school-room.

We know how indolence stays the feet of the child as he comes "unwillingly to school," and afterwards manifests itself in half-done tasks and duties wholly shirked.

We know how he can double up his young fingers into hard little knotty fists, or resolve them into claws to deeds of violence in moments of ungoverned passion, or use them slyly and craftily in taking that which is not his own.

We know what evil habits many children have, habits joined with repulsive manners and personal uncleanness.

But in extenuation of all their faults it may be urged that they are children whose rough edges have not been smoothed by contact with life, that their characters are the results of hereditary influences, which have been strengthened in many instances by evil precept and bad example.

Neither teacher nor parent can reasonably expect pure morals and good manners to come from surroundings where vice thrives and ignorance flourishes.

In the public schools, open alike to all, through the providence of God and the provision of a judicious government, all classes come together, irrespective of birth; the alleys and cellars, crowded tenement houses, and all places where the wicked and wretched congregate sending their proportion.

Teachers, therefore, are brought in contact with every quality of disposition and every variety of mental and moral poverty. It should cause no wonder that children of the latter order should transgress the proprieties. It should be a matter of wonder and congratulation that, in view of their pitiful neglect, one finds very often, even in such natures, some one well-developed virtue, such as courage, or generosity, or patience, or perseverance, and even truth; though too often the latter has been dwarfed and stunted by cruelty—the feeble child having learned to take refuge behind a lie, from a brutal kick or a cruel blow.

It is much to the credit of poor human nature that these neglected little creatures—who were never wanted, and have been treated all their hard, unhappy lives as intruders, should be even as quiet, orderly, and obedient as they are.

We have no right to expect the same yield from uncultivated soil as we obtain from that which has known all the arts of careful husbandry and into which seeds have been dropped by the hands of the wise sower.

Of the others, the good, the refined, the lovely, those whose virtues have grown and ripened because they have been sheltered from cutting blasts, and turned always toward the sunshine, I have no accusation to speak save to warn teachers under whose care they have been placed to so deal with such that the further growth of their good traits may be increased and not diminished.

To return to the offender against the law, which in the present case means the Rules and Regulations of the Public Schools, we are all of us too ready, in our hurry and impatience, to magnify the faults of the evil-doers, and, in our treatment of them, forget many things that might teach us wisdom and give us tact.

Several years ago, at a State Association, I remember hearing a forcible anecdote related by a gentleman who was then Superintendent of the Chicago schools. It was brief, very quietly narrated, with a few scattering words of comment, and left a lasting impression upon my mind.

In his boyhood, he said, he remembered having a teacher who took from a pupil a book he had been reading in school-time. That far her conduct was right, but she did worse than merely defeat her purpose by reading the book herself, at intervals, all all day, behind the lid of her desk.

It is the story of a meanness contemptible as only a little meanness can be, and it needs neither comment nor moral. It is, however, the preface to the leading topic of this paper.

There are few of us who do not in our secret hearts think that *our* school is just a little better than any other, that *our* method is the most perfect, that if Miss A. would teach reading as *we* teach it, or adopt *our* views on sentence-making or map-drawing, there would be a decided improvement in the results she achieves.

A certain degree of confidence in one's ability is necessary to success in any undertaking; particularly is this true of teaching. A teacher who can never feel that she is doing just the right thing, that her next neighbor is doing much better in every way, who goes from room to room, comparing notes and asking advice, instead of relying upon her own common sense and powers of observation, will deservedly fail.

On the other hand it is equally unnecessary to display one's deficiencies, which are generally sufficiently apparent, after the manner of the modern reformer who uses the story of his own lapses from right-doing to "point a moral and adorn a tale."

Between the two extremes of brassy self-confidence and leaden self-esteem lies the golden mean of reasonable self-confidence and self-respect.

There never was a teacher, it is well to remember, however poor and inefficient, but could do at least one thing so well that others might learn of her with profit. It is only the infinite mind of God that is omniscient.

Because it deals with such numbers the public school system is forced to exact precision and uniformity as far as may be. This tends to make the teacher's work not the spontaneous action of intelligent and sympathetic minds, but the monotonous, unvarying routine of machinery which is set going when the fire is glowing in the furnace, or the key has put the carefully balanced wheels in motion, and stops when the relation between cause and effect ceases.

The profession tends more than any other, unless it be the practice of medicine or law, or mercantile, or literary pursuits, or a study of the arts and sciences, to develop an undue self-esteem and a certain dogmatic manner by which, alas! the model teacher may be known, no matter how skillfully she is disguised. She has little time to devote to general society, where she might for awhile lay aside her profession and return to it again refreshed by breathing a different atmosphere from that in which she moves and has her being the greater part of the time.

Her word, it is her business to make the law. Her will, day after day, year in and year out, is the will of those over whom she has control. Her assertions are usually taken without objection, for few encourage that troublesome child to be found in every school, who is always ready for the question. There is no time to satisfy his curiosity or meet his objections, and alas! that some of us by indifference and even sarcasm, in the course of a few weeks make that inquiring mind hesitate and consider well before venturing from the beaten tracks.

A teacher's peculiar position, as I have already intimated, tends to foster the growth of self-confidence and self-esteem. And yet there is no teacher so brilliant, so gifted, so exact, so prompt or so thorough, as in some few cases she imagines herself. We are prone to look at our faults with the microscope reversed and to survey our virtues with the strongest lens in its proper position.

There is a belief held by some of us that the confession of a mistake to or before a child is a most undignified and unprofessional proceeding.

Apologies are like condiments—too many are worse than none, and they should be used as a skillful cook uses salt and pepper, in the proper proportion required to suit the case.

It would not be a good thing to fall into the way of making blunders or errors for the sake of humbling ourself before a school.

It requires the most delicate discrimination and the most careful judgment to know just when and just how to say "I was wrong—I beg your pardon." But there comes to every teacher a time and an occasion when to withhold such a confession would be unjust and ungenerous.

Children, with their keen young eyes, frequently see further and much more clearly than we who have been for so many years looking down to avoid stumbling-blocks that lie in the path. The dullest of them can tell the genuine from sham, and are unerring in determining between hypocrisy and sincerity.

We need not imagine they fail to detect our faults, or that we deceive them when we endeavor to persuade them we possess accomplishments that are lacking, or knowledge that is wanting. She who says frankly, "I do not know," will at least win their faith in her frankness and honesty, while she who adds to this, "but I will endeavor to find out that I may tell you," will do more.

In the hurry of our work, where just so much must be done in a given time, and not enough given, either, frequently, dealing with an infinite variety of minds, characters and dispositions, we often do things we ought not to do, and leave undone the things we ought to have done.

This should teach us to make allowance for the failures and shortcomings of children, whose hindrance and restrictions do not differ greatly from our own.

We should teach by example and not by precept. Precepts are usually as worthless as a bankrupt's unindorsed promise to pay.

We should teach truth by adhering to it with the severest strictness. We should teach neatness by carefulness as regards our own person, work, and surroundings. We should teach patience and amiability by keeping an unruffled front in the face of trying ordeals. The reflection forces itself in upon me that one who succeeds in all these hard tasks would be rather more of a saint than a "nineteenth century teacher"—but it is a possible thing to be both, and we know the doctrine of a large and worthy body of people in regard to the perseverance of the saints.

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### THE HOPKINS MONUMENT.

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[The Journal has heretofore called attention to the renewed effort that is being made to raise money with which to erect a monument over the grave of Milton B. Hopkins. The ladies who sent the circulars to county superintendents urging action in the institutes, who send the following appeal, and who are taking the lead in this enterprise, are unknown to the editor and desire to be unknown to the public, preferring that the cause shall rest upon its merits. The editor knows simply the name of the corresponding secretary. A careful reading of the following article is commended. It is self-explanatory.—ED.]

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HERE are fifteen thousand teachers in Indiana, and about seven hundred and eight thousand school children. If every teacher would give *twenty-five cents*, and every pupil in the schools *one cent*, the sum would be over *ten thousand dollars*.

Less than ten thousand dollars would procure a monument, beautiful and durable, in every respect creditable to the donors, and perhaps in some degree worthy of him whom it commemorated.

There are ninety-two counties in Indiana. We can not believe that there are ninety-two teachers in the state who would refuse to contribute to erect a monument over the grave of Milton B. Hopkins. It has been proven however, that there are nearly that many county superintendents who have forgotten that we are in a great measure indebted to Mr. Hopkins for the

county superintendency law in our state. At least they gave no heed to the circulars sent to their institutes.

As to the merits of this appeal, we think no apology or explanation is needed. There is scarcely a county in the state in which there are not left some of the friends and admirers of our late honored State Superintendent. His name is interwoven with the school history of our state, and many teachers and ex-teachers have known him personally.

We may say here, however, that the authors of the present appeal, or the "company of persons interested," as the Journal styles them, never even saw Mr. Hopkins. But as teachers at the time of his death, they know something of his life and work as an educator. And they think he deserves to be remembered by the teachers of Indiana.

Mr. Hopkins died in office, which it is not expected that every State Superintendent will do. And it is not probable that more than one or two will die during any teacher's term of teaching. So "precedent" need not stand in any one's way.

This "company of persons interested" are no more interested perhaps, than any other set of teachers in the state. They only "happened to think of it." They have not the means to carry out this plan alone, and if they had, they have no right to deprive the other teachers and the school children of the state of the privilege of helping.

They have sent out circulars; they have appointed gentlemen well known and reliable to receive and disburse funds. They expect to bear all incidental expenses if they can, so that the money given for the monument may be used for that only.

It would be best, perhaps, for the teachers of each county to choose a reliable person for treasurer, till all has been collected. It would save postage to send all at one remittance, to State Superintendent Bloss, and will be less trouble for him. And as he has been "drafted" for treasurer, we have no right to tax his time more than is necessary.

It will do the teachers of Indiana good to unite in this work, and will be an excellent investment for the small capital required for its completion. But in any such enterprise, effort without

organization is apt to be unavailing. Let some teacher in each township present this appeal at the next meeting of his township institute. No teacher will refuse to give something, and to collect what he can in the name of his school, even if he never heard of Mr. Hopkins.

Teachers in towns and cities can send their gift in the name of their town or city, if they choose.

We think it would be in excellent taste for city and county superintendents to take the lead in this matter.

In conclusion, we say to every teacher in our state, to everybody: Let us see how much we can raise by the time the State Teachers' Association meets in December. Let us all work together, and before another summer passes away, let us place over the grave of Milton B. Hopkins a monument.

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## HOW I TEACH WRITING.

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BY T. W. FIELDS.

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**S**INCE I was very particular about the writing lesson. So particular was I that I required every pupil to rise in his seat, and from memory, with no model before him, analyze each letter. I was no respecter of persons; I required old and young, big and little, advanced and beginners, all to learn and recite in this way. Visitors were astonished at the proficiency of my pupils in analysis of letters, and perhaps they were equally astonished at their deficiency in writing them.

After I had taught a term in a certain district in which I required this exercise, I was engaged at another place for a few terms, and then returned to teach the same school again. Instead of finding the pupils expert in analysis of letters, they seemed to know but little about it. They had forgotten it nearly all. So I adopted a different method. I gave them models on the board, and also on slips, but had little to do with the analysis of writing. I have had better results since adopting this method than ever before.

I give my plan: A letter is placed on the board, and made very large, generally from eight inches to a foot in height. This model is constructed as carefully as possible with regard to its analysis. Then I require all the pupils to write it. Suppose it be the letter *a* I pass among them and note the most prominent errors; then produce the letter on the board again, illustrating one error. I then compare it with the model, and right here I show the pupil *how* to make the correction. It is not enough that pupils have their errors *pointed out*, but the way for *correcting* them must be shown them, and shown them until they *understand*. After sufficient time has been spent upon the first error, I place another on the board, and in like manner compare it with the model and require the pupils to *drill* upon the correct form.

Close attention to *one thing at a time* and intelligent *practice* will insure success.

I do not dispense entirely with analysis, but with small pupils it is a waste of time. Teach them correct forms, and how to avoid faults, then be particular about *position* and *movement*. If pupils once write with a correct movement, they will learn to hold the pen properly themselves.

They should be required to write a great deal; not merely after models, but in preparing and reciting their various exercises in school that can be written. The same care should be taken with their penmanship in these exercises that is required in a regular writing lesson. As this plan is successful, I can safely recommend it to others. The day for so much analyzing in our schools is past; whether it relates to numbers, grammar, or penmanship.

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### “READ THE SAME.”

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GEORGE F. BASS.

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It has become quite fashionable for teachers to assign short lessons in reading. Ask the teachers of any institute how much they would assign for a reading lesson, and it will be found that they range from one to four paragraphs. They seem

to take pride in the fact that they assign short lessons. They think it means thorough teaching. It may mean this, but not necessarily. In many cases it results in having pupil after pupil read the same without any object other than stretching out the lesson so as to make it go around the class.

Sometimes the teacher says "read the same" when the reading has not pleased his ear and he does not know why, nor what to say to make the pupil read any better. When the pupil thinks that this is the reason, he will try to read it some other way. He will let the voice fall when the other kept it up, or emphasize some other word. Ask him why he made such changes and he will probably say that he thinks it sounds better his way, or that he thought the other way wrong. He can not tell *why* it was wrong.

We once saw a teacher who seemed to be wound up and set to repeat "read the same" five times. We watched him through a whole recitation. The plan was about as follows:

"Mary, read the first paragraph." When Mary had finished, he said, "John, read the same." When John had finished, William was asked to "read the same." This was done five times without any remarks between times. The sixth was invariably "read the next paragraph." We did not learn who turned the crank or pulled the strings. Stop it.

We have seen other pupils "read the same" interspersed with criticisms from the class; such as, "Left out *a*"; "said *the* for *that*"; "let his voice fall at a comma"; "kept it up at a period." After this firing of pop-guns, some one else "read the same" with about the same result. Thus the reading hour is frittered away. Nothing is said about the sense to be expressed; about the author—when he lived or who he was. There are many pupils reading in the 4th and 5th Readers who can not tell who lived and wrote first, Shakespeare or Longfellow; can not tell what they wrote.

We do not object to short lessons, when they are measured by paragraphs, nor do we object to having pupils "read the same." We do object to having them "read the same" when they have no object in doing so save that the teacher has asked them to.

Never have a pupil "read the same" unless you expect him to improve some point in the paragraph. Be sure that he sees what he is to improve before allowing him to try it.

Question him until you are sure he has a clear conception of the sense to be expressed. When the pupils have this it is well to allow several to try to express it. They will enjoy the work and be improved by it.

This unguided, fill-up plan of reading the same is dwarfing: it is worse than nothing; it fixes more bad habits than good ones. It is uninteresting to both teacher and pupils.

Always read *for* something. The teacher should have that something in his mind and call for it when he has his pupils read. A piece may be read for the sole purpose of expressing the sense. It should always be read for this. In addition to this it may be read so as to *sound* well, to articulate well, to pronounce correctly, etc.

What we mean to say is, read for one thing, then for another, and another, finally for all.

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### A UNIQUE POEM.

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"The ploughman homeward plods his weary way."

*Thomas Gray.*

- 1 The ploughman plods homeward his weary way.
- 2 The ploughman plods his weary homeward way.
- 3 The ploughman plods his homeward weary way.
- 4 The ploughman weary plods his homeward way.
- 5 The ploughman weary homeward plods his way.
- 6 The ploughman homeward weary plods his way.
- 7 The ploughman homeward plods, weary, his way.
- 8 The ploughman weary plods homeward his way.
- 9 The ploughman plods homeward, weary, his way.
- 10 The ploughman plods weary his homeward way.
- 11 The ploughman plods weary homeward his way.
- 12 The weary ploughman plods his homeward way.
- 13 The weary ploughman plods homeward his way.
- 14 The weary ploughman homeward plods his way.
- 15 The homeward ploughman plods his weary way.
- 16 The homeward ploughman weary plods his way.

- 17 The homeward ploughman plods, weary, his way.
- 18 The weary homeward ploughman plods his way.
- 19 The homeward weary ploughman plods his way.
- 20 Homeward the ploughman plods his weary way.
- 21 Homeward the ploughman plods, weary, his way.
- 22 Homeward the ploughman weary plods his way.
- 23 Homeward the weary ploughman plods his way.
- 24 Homeward, weary, the ploughman plods his way.
- 25 Homeward, weary, plods the ploughman his way.
- 26 Homeward plods the ploughman his weary way.
- 27 Homeward plods the ploughman, weary, his way.
- 28 Homeward plods the weary ploughman his way,
- 29 Homeward plods, weary, the ploughman his way.
- 30 Weary the ploughman plods his homeward way.
- 31 Weary the ploughman homeward plods his way.
- 32 Weary the ploughman plods homeward his way.
- 33 Weary, homeward the ploughman plods his way.
- 34 Weary, homeward plods the ploughman his way.
- 35 Weary plods the ploughman his homeward way.
- 36 Weary plods the ploughman homeward his way.
- 37 Weary plods homeward the ploughman his way.
- 38 Weary the homeward ploughman plods his way.
- 39 Plods homeward the ploughman his weary way.
- 40 Plods homeward the ploughman, weary, his way.
- 41 Plods, weary, the ploughman homeward his way.
- 42 Plods, weary, the ploughman his homeward way.
- 43 Plods homeward the weary ploughman his way.
- 44 Plods homeward, weary, the ploughman his way.
- 45 Plods, weary, homeward, the ploughman his way.
- 46 Plods the ploughman homeward, weary, his way.
- 47 Plods the ploughman homeward his weary way.
- 48 Plods the ploughman, weary, his homeward way.
- 49 Plods the ploughman, weary, homeward his way.
- 50 Plods the weary ploughman homeward his way.
- 51 Plods the weary ploughman his homeward way,
- 52 Plods the ploughman his homeward weary way.
- 53 Plods the ploughman his weary homeward way.
- 54 Plods the weary homeward ploughman his way.
- 55 Plods the homeward weary ploughman his way.
- 56 Plods, weary, the homeward ploughman his way.

## OFFICIAL DEPARTMENT.

STATE OF INDIANA,  
DEPARTMENT OF PUBLIC INSTRUCTION,  
INDIANAPOLIS, Nov 12, 1882. }

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*Dear Sir:*—1st. The legal voters of a school district have the right, by section 26, School Law of 1877, R. S. 1881, section 4499, to decide by a majority that the additional branches, such as Algebra and Geometry, shall be taught in their school.

2d. The trustee of the township, if legally informed of the action of said meeting, had no right afterward to hire a teacher who could not teach the additional branches asked for, nor had he a right to hire one who had not passed an examination to teach these branches. Sec. 85, School Law 1877; R. S. 1881, 4502.

3d. Section 28, School Law, Section 4501 R. S. 1881, says that the said trustee shall not employ any teacher where a majority of those entitled to vote at school meetings have decided at any regular school meeting, they do not wish employed.

This right to challenge is by law granted to the people, and no person or officer has the right under the law to deprive them of that privilege. They can only exercise this right when they know whom the trustee proposes to employ. Hence, in order that they may exercise the right authorized by law, the trustee should notify them whom he intends to select as a teacher, a sufficient time in advance of employment of such proposed teacher for the people to exercise the right to peremptory challenge; otherwise this provision of the law is rendered null and void.

4th. The trustee, after he has been notified that the legal voters at regular school meetings have decided that they do not wish a teacher, whose name is designated, employed, has no right under the law to employ said teacher, and it is my opinion a contract so made is illegal and void.

JOHN M. BLOSS,  
*Sup't Public Instruction.*

LAGRANGE COUNTY.—The institute, which met Oct. 9th, enrolled 140, and the average attendance was 99. The principal instructors were Mrs. J. H. Sammis, of Indianapolis; A. D. Mohler, B. J. Bogue, and G. S. Cline. State Supt. Bloss gave an evening lecture and did practical work in the institute. His presence and work were highly appreciated. The teachers, in a resolution, expressed sympathy with the cause of prohibition.

## EDITORIAL.

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Persons sending money for this Journal can send amounts less than \$1 in three and one cent postage stamps; no others can be used.

In asking to have the address of your Journal changed, please give the *old* address as well as the new, naming the county as well as the state.

DOES your subscription to the Journal expire with this issue? If so renew at once, that there may be no break in your file. Do no fail to send in time to secure the January number.

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**BAND OF MERCY.**—The article on "The Band of Mercy," promised for this month, has been crowded out till next. In the meantime teachers will not neglect to teach children to be kind to dumb animals.

A **PATENT** has recently been taken out for the manufacture of shingles composed of glass. Several advantages are claimed for these shingles over slate, among which are cheapness and durability. What next?

By looking over our book notices for this month you will be very likely to see something that will benefit you. What can be more appropriate, or more acceptable, as a "Christmas Gift," than a good book or a good magazine?

**THE** state can not afford to educate the mind of a bad child without correcting his morals. That is putting a sword into the hands of a maniac. Intelligence has no moral character. It makes men neither better nor worse, except in the sense that any weapon may do so.—*Rev. R. T. Hall.*

**PAY UP.**—There are still a few teachers who have not paid for their Journal. Let all such attend to the matter at their earliest convenience. Agents are expected to close their accounts before Jan. 1, 1883, and they can not do it unless teachers respond promptly. Please do not wait for a personal "reminder."

**THE** transit of Venus across the disk of the sun will take place December 6th. The astronomers of all civilized nations are interested in this event, and observations will be taken from hundreds of points. This transit furnishes the data from which the distance of the sun is calculated. As this phenomena will not occur again till the year 2004, it behooves every person who desires to see it to have his smoked glass ready. When it comes to pass again the people now on the earth will view it from "the other side."

THE RESPONSIBILITY OF AGENTS.—“*Mr. Editor:* Will you be kind enough to state the law touching the responsibility and liability of agents? I am about taking an agency, and desire this information.”

*Answer.*—The last Legislature enacted a law which is very strict upon those who are entrusted with other people's money. An attorney who collects money for a client, or an agent who collects money for a principal, and appropriates it to his own use is liable, not only to civil prosecution, but to criminal prosecution, and if convicted may be both fined and imprisoned. If you are honest there is no danger.

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THE WEATHER SERVICE OF INDIANA is becoming quite an institution. Capt. J. B. Conner, Chief of the Bureau of Statistics, is at the head, and monthly reports are made to him. Stations have been established in about 75 counties of the state.

A convention was recently held in Indianapolis, and was attended by many of the station “observers.” Gov. Porter, who is greatly interested in the matter, addressed the convention. Papers were read on “Weather Predictions and Weight of Air,” “History of the establishment of the Signal Service by the government and the work it has accomplished,” “Prognostics,” “The Formation of Dew,” etc. The conclusion was that the weather can not be predicted, with any reliability, more than two days ahead. The possibilities of the future, when more facts have been collected and studied, are great.

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AN “Indiana Teachers' Mutual Benefit Association” has been organized, and the constitution and by-laws are before us. The officers are numerous, but the location of the institution is omitted. By inquiring we learn that its headquarters are at Mitchell, Ind., and that two of the principal managers are old lightning-rod men.

The Journal will pass no judgment upon this particular association, but it has little confidence in such enterprises. Many of its readers will remember its warning to teachers in regard to those “Marriage Benefit Associations” that had such a run a year or two ago.

About two years ago a Teachers' Mutual Insurance Association was started in the East, and another one at Louisville, Ky. They have both passed away. The one at Louisville was organized at Louisville, was headed by prominent educators whose integrity was not questioned, and personally known to the writer. Wishing to do business in Indiana, the writer was urged to allow the use of his name as an officer of the association, and in consideration therefor was offered a paid-up policy for \$3,000. He declined, not because

he doubted the honesty of the managers, but because he had *no faith* in the scheme.

The Journal believes in insurance that is insurance, but prefers tried institutions.

The Journal's general advice is, DON'T DO IT.

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## VOLUME XXVII.

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This issue closes Vol. XXVII of this Journal. The index will be of value to those who wish to have the volume bound. It will be seen that the average number of pages per issue has been 50, exclusive of advertising—a larger number than is given by any other paper of the class. The quality of matter must speak for itself.

The Journal stands for thorough scholarship and honest work. It has uniformly condemned all superficial and fragmentary school work, and has advocated the logical mastery of subjects as the only adequate education. In order to extend its circulation, it has not made any extravagant claims of superiority over other good educational papers, but it has tried faithfully to give teachers what would be helpful to them in their every-day school work, and what would stimulate them to the mastery of the principles that underlie all methods, and also to furnish them the current educational news.

That the Journal has given general satisfaction is evinced by the fact that, notwithstanding the sharp competition of lower-priced papers, it closes the present volume with a little larger *bona fide* circulation than ever before. Not more than one other educational paper in the United States can boast of the practical support of so large a per cent. of the teachers of its state.

The editor promises that, if it is in his power, Vol. XXVIII shall surpass all its predecessors.

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## HERBERT SPENCER.

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Herbert Spencer, the great English author and philosopher, who came to this country last August, has already sailed for home. His ill health was the cause of his early departure, for he had expected to travel extensively over the country and stay long enough to make a study of its institutions and people. He has been an invalid and a great sufferer from infancy, and it is a wonder that he has been able to accomplish so much.

He is without question one of the profoundest thinkers of the age. Among his published works are, "Social Statics," "Principles of Psychology," "The Synthetic Philosophy of Herbert Spencer," "Descriptive Sociology," and the work through which he is chiefly known

to educators; viz., "Education—Intellectual, Moral, and Physical." This book belongs in the library of every teacher who desires to study education and its logical and practical relations to life. Evolution is said to be "the central and governing idea of all his works." It is a remarkable fact that his books have found a larger sale in this country than in England.

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**THE STATE ASSOCIATION.**—Attention is called to the programme of the State Teachers' Association, on another page. The prospects are good for a large attendance and a profitable meeting. Live, progressive teachers can not neglect the assembling of themselves together as the manner of some is.

A gentleman, of wide observation, in speaking of a certain city superintendent, recently said: "O, he is playing out. He is falling behind the times. He never visits other schools, almost never attends the State Association, reads but little, and is simply moving round in a tread-mill. He is a clever fellow, but about fossilized."

A similar statement could be truthfully made of many other superintendents and teachers. A hint to the wise, etc.

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### LEARN SOMETHING.

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Read the following to your school, and say that it should apply to girls as well as boys:

A young man stepped into the Indianapolis Rolling Mill not long since and asked for work.

"What can you do?" asked the president.

"I don't know," said the young man.

"Have you a trade?"

"No, sir."

"Where did you come from?"

"From Pennsylvania."

"Are you a German?"

"No, sir; I am an American."

"If you were a German, or an Irishman, or a Frenchman, I could set you to work, because you would know how to do something; but Americans don't know anything about practical business."

This reply may not apply to all Americans, but it is lamentably true to a great extent. In Germany the boy is brought up where he sees something done, and has some idea of doing it. Very few Irishmen or Germans but know how to turn over a few rods of ground and raise something upon it. Most of them have some idea of mechanical operations, the production and uses of materials and of tools.

It is those born in America who are ignorant and idle. It is the false notion that a man does not need to labor, or that he can get his living by his wits, that causes a large part of our idleness and distress. Begin at once to learn something; no matter your age, learn some practical pursuit at once. So the *Scientific American* advises.

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### THE STATE SUPERINTENDENCY.

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Since the last issue of the Journal the whirligig of politics has decreed that J. W. Holcombe shall be the next Superintendent of Public Instruction of Indiana. The Journal, as its readers know, preferred the re-election of J. M. Bloss; not on political or personal grounds, but on account of larger experience and superior fitness for the place. The Journal being both democratic and republican in principle, will submit cheerfully to the will of the majority, and join Mr. Holcombe in every endeavor to promote the interests of the public schools. The good of education in the state demands harmony and co-operation among all educational workers, and the Journal heartily commends this. Indiana's school system is greater than any man or the interests of any man, and to promote its highest good, every true friend will put aside personal preferences, and even personal feelings.

The vigor with which Mr. Holcombe prosecuted his campaign, both before and after his nomination, gives assurance that when he comes into office he will by no means be idle.

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### "THAT WILL DO VERY WELL IN THE CITY, BUT IT IS IMPRACTICABLE IN THE COUNTRY."

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Under the above caption the Journal, a few months ago, tried to show the untruthfulness and the absurdity of the oft-repeated statement that certain methods "are well enough in the city, but will not work in the country."

The article seemed to give special offense to *The Normal Teacher and Examiner*, and so nearly an entire column of its October issue is devoted to controverting the Journal's position. It takes the ground not only that there is a difference in methods, but insists that they are of necessity and right.

The Journal will not retaliate by making unpleasant personal insinuations, neither will it at this time attempt an answer to all the statements made in the article. The question is one of great importance, and the *facts* should be known.

The Journal said, "The child-mind is the same in the city as in the country"; to which the *Examiner* makes answer: "Does not

every one who is acquainted with both city and country children know that there is almost as much difference between their habits, surroundings, sources of knowledge, and ideas of the world as there is between the customs of different nations?"

The Journal pleads ignorance of any such difference, and is willing to abide the judgment of intelligent teachers. The writer's personal experience in both city and country, and with city and country boys and girls in the same classes, is to the effect that there is no difference. If there is any difference it is in favor of the brightness of the country children. If it is true that methods applicable in the city are not applicable in the country, and *vice versa*, then it is the duty of every normal school to provide two courses of instruction; one to fit teachers to teach in cities, the other to fit them to teach in the country. When the country teachers are taught to analyze a sentence it should be according to one form, and when the city teachers are taught to analyze the same sentence it should be according to a different form, for the same method will not do in both places; or, grammar must be taught by using analysis in the country, but city children can not learn it in that way, their "habits" are so different. Primary teachers must be instructed that a judicious combination of the word and phonic methods are most successful with city children, but that nothing will succeed in the country but the old a, b, c, method. They must be instructed that a given method in percentage, that works excellently in the city, would be a complete failure with the same children should they move to the country—their "surroundings" would be so different.

If the *Examiner's* position is correct, whenever it gives a good method of teaching composition-writing, penmanship, diagramming, etc., it should state distinctly whether it is intended for country or city use; for if it is intended for country consumption it would be a fatal blunder for a city teacher to attempt to use it!

The *Examiner* will greatly oblige, not only the Journal, but its own readers if, instead of asserting that there is a great difference between the methods applicable in city and country schools, it will *point out and illustrate* those differences. Will it take some subject and show wherein a certain method of teaching it is good in one place, but not good in another? The Journal asks this in the interest of truth and progress. It has, for years, been laboring under the impression that child-mind is much the same the country over, and that it develops according to natural laws; also, that each subject taught has a law of development that is logical and progressive. It has labored under the impression that good methods of instruction recognize these facts and are founded on *principle*, and that *locality* has nothing to do with them.

The Journal recognizes the fact that in large systems of schools

more machinery is necessary in their *management*, than is required in a small school ; this is true in all kinds of business. No teacher of good judgment would carry all the "red-tape" of a city system into a district school. It also recognizes the fact that circumstances, such as size of class, amount of apparatus, charts, maps, reference books, etc., make it necessary to *modify* and *adapt* methods of instruction, but they never destroy a principle.

The "machinery" of school management is external and determined by circumstances, and may take a thousand forms ; but the *principles* that underlie all good teaching, have their origin in the nature of the mind and in the nature of the subject, and are of *universal application*.

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### GEMS OF THOUGHT.

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Truth crushed to earth will rise again ;  
The eternal years of God are hers :  
But error, wounded, writhes in pain,  
And dies among her worshippers.

[Bryant.]

Lives of great men all remind us,  
We can make our lives sublime,  
And departing, leave behind us  
Foot-prints on the sands of time.

[Longfellow.]

We get back our mete as we measure ;  
We can not do wrong and feel right,  
Nor can we give pain and gain pleasure ;  
For justice avenges each slight.

Nothing great is lightly won ;  
Nothing won is lost ;  
Every good deed nobly done,  
Will repay the cost.

Work while you work, and play while you play ;  
That is the way to be cheerful and gay.  
All that you do, do with your might ;  
Things done by halves are never done right.

Beautiful eyes are those that show  
Beautiful thoughts that burn below ;  
Beautiful lips are those whose words  
Leap from the heart like songs of birds ;  
Beautiful hands are those that do  
Work that is earnest and brave and true,  
Moment by moment the whole day through.

If your lips you would keep from slips,  
 Five things observe with care—  
 Of whom you speak, to whom you speak,  
 And how, and when, and where.

## QUESTIONS AND ANSWERS.

### STATE BOARD QUESTIONS FOR OCTOBER.

ARITHMETIC.—1. A man bought 1,272 bu. of wheat at \$1.25 per bu., and paid for it in barley at 53 cts. per bu. How many bushels did it take? proc. 5, ans. 5.

2. Divide  $100 \times 96 \times 84 \times 48$ , by  $24 \times 14 \times 16 \times 25$ . By cancellation. proc. 5, ans. 5.

3. I bought a carriage, pair of horses, and harness; the carriage cost  $\frac{2}{3}$  of the whole sum paid; the horses  $\frac{1}{3}$  of the remainder, and the harness \$150. What did all cost? Solve by analysis. proc. 5, ans. 5.

4. Add forty-one hundred tenths; thirty-one hundred, and thirty-one thousandths; twenty-one hundred, and twenty-one thousandths; fifty-one hundred fifty-one hundred thousandths. not. 5, ans. 5.

5. 4 tierces of wine held 42 g., 1 p.; 41 g., 2 q.; 44 g., 1 q., 1 gi.; and 39 g., 3 gi. What did they cost at 5.25 francs per gal.? add. 5, ans. 5.

6. How many sq. m. surface measure are there in 2 joists, each 5 m. long, and 27.5 cm. wide? proc. 5, ans. 5.

7. If  $9\frac{1}{2}$  acres cost \$148, what will  $7\frac{1}{2}$  acres cost? By proportion. proc. 5, ans. 5.

8. In what time will \$1,200 at 6 %, and \$1,500 at 9 %, running together, produce \$310.50 interest? proc. 5, ans. 5.

9.  $\sqrt{\frac{3}{10}} - (\frac{3}{10})^{\frac{1}{2}} \div 2 = ?$  proc. 5, ans. 5.

10. The head of a fish is 8 in. long, the tail is as long as the head and half the body, and the body is as long as the head and tail together; how long is the whole fish? proc. 5, ans. 5.

U. S. HISTORY.—1. What is the relation of History to Geography? 10

2. Name two acts of Parliament that tended to alienate the Colonies from England. 2 pts, 5 each.

3. Give the story of the massacre of Wyoming. 10

4. What was the object of the Declaration of Independence? 10

5. Give the provisions of the Treaty of Paris, 1783. 10

6. How were our difficulties with France settled, 1803-4? 10

7. Name five important inventions by citizens of the United States since 1800. 5 pts, 2 each.

8. Name two political crises between 1820 and 1860. 2 pts, 5 each.

9. Where did General Sherman's great march begin? Where did it end? 2 pts, 5 each.

10. Name five eminent American writers of fiction. 5 pts, 2 each.

NOTE.—No answer to exceed ten lines.

GRAMMAR.—1. What is a declaratory sentence? Exclamatory? Interrogative? Imperative? 3, 3, 2, 2.

2. Define the logical and the grammatical subject. 5, 5.

3. What is the difference between a personal and a relative pronoun? 10

4. Classify the following nouns: Writing, thought, wisdom, army, James Smith. 2, 2, 2, 2, 2.

5. Name and define the tenses of the verb in the indicative mood. 10

6. Analyze: "He heard the neighing of the horses before the coming of the storm." 10

7. Analyze: "There is little doubt as to which party must be the loser in undertaking it." 10

8. In the sentence above, parse *which*, *party*, *loser*. 3, 3, 4.

9. Write the possessive, singular and plural of horse, man, child, conscience. 10

10. Punctuate: Who has forgotten those queer contrivances of conjunctions that connected and didnt connect and what a God send the interjection was in the midst of the fog with its oh ah and alas often had we employed it we understood felt appreciated it. 10

THEORY OF TEACHING.—1. To what faculty of the mind should the teacher appeal in all his teaching? 20

2. Of what use is a text-book to a teacher in teaching his class? 20

3. What is the importance of teaching each lesson clearly and thoroughly? 20

4. What are the advantages of an occasional written recitation? 20

5. Name five of the points which should be carefully criticised in written work. 20

ORTHOGRAPHY.—1. What is the vowel sound in the first syllable of *bouquet*? In the last syllable? 2 pts, 5 each.

2. Divide the words *military* and *inquiry* into syllables, and mark the accent in each. 2 pts, 5 each.

3. How many sounds has the letter *x*? Illustrate by words. 2 pts, 5 each.

4. What is the distinction between a letter and an elementary sound? Which is a part of written words? Which of spoken words? 3 pts, 6, 2, 2.

5. Write phonically, using the proper diacritical marks, these words: *Knight, conceit, coarse, foreign, phonic*. 5 pts, 2 each.

6. Write ten words dictated by the superintendent. 10 pts, 5 ea.

PHYSIOLOGY.—1. Why does the body require food? 10

2. What is the peristaltic action of the intestines? 10

3. What is insalivation? What three important ends does it effect? 4 pts, 3 off for each.

4. State the physiological reasons for keeping the air of a school room pure. 10

5. What is the principal vessel that supplies the liver with blood for the purpose of secretion? 10

6. What are the functions of the liver? 10

7. Why is the cutting of an artery more dangerous than the cutting of a vein? 10

8. How would you prevent the flow of blood from a severed artery? 10

9. What is the coagulation of the blood? Of what use is it? 2 pts, 5 each.

10. What is meant by reflex action? Illustrate. 10

GEOGRAPHY.—1. Name the three departments of the government. 10

2. What river flows into the Bay of New York? What two into Chesapeake Bay? 4, 6.

3. What river separates Virginia from Maryland? Give its source, mouth, and tributary. Of what lake is the Oswego River the outlet? 5 pts, 2 each.

4. Of what countries are the following cities capitals? Sucre, Quito, Brussels, Lisbon, Rome. 5 pts, 2 each.

5. Name and locate the five largest cities in Indiana. 5, 2 each.

6. What two rivers form the Rio de la Plata? 5, 5.

7. What are oceanic currents? Name the best known of these currents, and describe its course. 4, 6.

8. What three motions has the sea? Describe tides. 4, 6.

9. Explain how winds are produced. What is a hurricane? 5, 5.

10. Where is Hudson Bay? Greenland? Vancouver Island? Green Bay? Saginaw Bay? 5 pts, 2 each.

READING.—1. What is the phonic method of teaching primary reading? 10

2. To what extent, and how would you use this method? 2 pts, 5 each.

3. State three conditions essential to the correct reading of a sentence or paragraph. 3 pts, 3½ each.

4. How would you secure the last condition, named by you, as a preliminary step in teaching the reading of a sentence or paragraph? 10

5. Give two reasons for requiring pupils to stand when reading.  
2 pts, 5 each.
6. Read a paragraph of prose and one or more stanzas of poetry.  
(The selections may be made by applicant or superintendent.)  
2 tests, 1 to 25 each.

- PENMANSHIP.**—1. What letters extend two spaces above the base line? Two below? 5, 5.
2. What capital letters begin on the base line? 10
3. How should the letter *p* be shaded? Where should the shade occur in *t* and *d*? 5, 5.
4. Analyze *p, t, e, f, q*. 5 pts, 2 each.
5. State your method of opening and closing an exercise in writing. 10

**NOTE.**—Your writing, in answering the above questions, will be taken as a specimen of your penmanship, to be marked 50 to 0.

### ANSWERS TO STATE BOARD QUESTIONS FOR NOVEMBER.

**ARITHMETIC.**—1. As  $\frac{1}{3} = \frac{3}{9}$ , the dividend is three times as large as the divisor; therefore the quotient will be 3, which is an integer.

2. *a.*  $.099 \times .014 = .001386$ .

*b.* As  $.099 = \frac{99}{1000}$ ; and  $.014 = \frac{14}{1000}$ , it follows that multiplying the numerators together, and the denominators together, to obtain the true result, will produce as a denominator 1000000, which as a decimal will require 6 places, to show which 2 ciphers must be prefixed to the numerator 1386.

3. *a.* If 9 men can do a piece of work in 6 days, 1 man can do it in 54 days.

*b.* If 1 man can do the work in 54 days, 7 men can do it in  $\frac{1}{7}$  of 54 days, which is  $7\frac{2}{7}$  days.

4. 
$$\begin{array}{r|l} 15 & 12 \\ 42 & 14 \\ 60 & 12 = 7\frac{1}{3}. \end{array}$$

5. 
$$\begin{array}{r|l} & 500 \\ 4 & 6 \\ 3 & 2 \\ 6 & 8 = 666\frac{2}{3} \text{ lbs.} \end{array}$$

6. *a.*  $\$1045. - \$950 = 95$ .

*b.*  $\$95. = \frac{1}{10}$  of  $\$950$ . Ans. 10 %.

7. *a.* Buying at 96 % and selling at 105 % he made a profit of 9 % on the par value of the stock.

*b.* If \$450 be 9 %, then \$50 will be 1 % of the stock, and the stock will be 100 times 50, or \$5000; which, at \$100 per share, will make 50 shares.

8.  $\sqrt{50^2 - 40^2} = 30$ , ans.
9. *a.*  $441 \div 9 = 49$ , which is the number of s. ft. in the area of the base.  
*b.*  $\sqrt{49} = 7$ , the width of the bin.
10. *a.*  $80 \times 40 = 3200$ , which is the area of a rectangle containing twice the area of the triangle, which therefore contains 1600 sq. rods.  
*b.* As 1 acre contains 160 s. r., 1600 s. r. will equal 10 acres.

**GEOGRAPHY.—1.** In a state of fluidity. All the elements that compose the earth were one melted mass, surrounded by an atmosphere, charged with thick vapor. The present form of the earth is regarded as a direct proof of this molten condition.

2. When the temperature of the earth had fallen below the boiling point of water, the vapors of the atmosphere were condensed and descended, as water on the earth's surface, and gathered in its depressions as rivers, lakes, seas, etc.

3. Into continental and oceanic. Continental islands are those which lie near continents and appear, from their position, to be detached portions. The West Indies and Bahamas are examples. Oceanic islands are those which lie distant from continents, as New Zealand and Sandwich.

4. The grandeur of its scenery. The falls of Niagara, the Thousand Isles, and the Rapids of St. Lawrence attract thousands of tourists every year. The Bay of Fundy is noted for having the highest tides in the world.

5. Cuba, Hayti, Jamaica, and Porto Rica. They are low islands of coral formation, and lie north of the Greater Antilles.

6. It is on the Jordan river, near Great Salt Lake, on a branch of the Union Pacific Railroad.

7. New England, Middle, and Southeastern States.

8. There are thirteen political divisions in South America. Of these nine (Paraguay, Uruguay, Argentina, Chili, Bolivia, Peru, Ecuador, Columbia, Venezuela) are republics; one (Brazil) is an empire; three (British, Dutch, and French Guyana) are colonies belonging to European states. Patagonia has no organized government.

9. Asia is mostly covered by high mountains and extensive plateaus. It may be divided into two sections; namely, eastern and western. The eastern section is bounded on the north by the Altai Mountains; on the east by the Yunling and the Great Klingen; on the south by the Himalaya Mountains; and on the west by the Pamir Plateau. This vast region is traversed by three mountain chains, trending nearly east and west. The western section includes the Plateau of Iran, which is surrounded by mountains. The low

plains of Asia are : the plain of Siberia, the plain of China, the plain of India, and the plain of the Euphrates and Tigris.

10. It issues from the Gulf of Mexico in an easterly direction, then pursues a northerly direction between Florida and the Bahama Islands, and maintains this course as far as Cape Hatteras. There it takes a northeasterly direction till it reaches the Grand Bank of Newfoundland. Here it divides into two distinct streams. One of these passes between Scotland and Ireland, washes the shores of Norway, and is lost near Nova Zembla. The other takes a southeasterly course, past the Azores, and approaches the coast of Morocco. The Alps are in Central Europe, and trend from the shore of the Mediterranean Sea, in a northerly direction, as far as Mont Blanc. Thence they trend eastward, and terminate on the low plain of the Danube.

**PENMANSHIP.**—1. They are essential lines of letters. They embrace all the down-strokes ; to which must be added the second up-stroke in *o*, *b*, *v*, and the third in *w*. Upper and lower angles are the joinings of two lines which have different directions in a point at the top and base lines respectively.

2. Stem letters have a straight line extending beyond the top of the base line. They are four in number—*p*, *q*, *t*, *d*.

3. A form common to two or more letters is termed a principle in writing. An element is a form common to two or more principles.

4. *a* = Element IV., Fourth and First Principles.

*g* = Element IV., and the Fourth and Sixth Principles.

*q* = IV., Fourth Principle, and Elements I, II, III.

*t* = Element III, the Right Curve, as connecting line, the First Principle extended, and the crossing.

*w* = Third Principle, First Principle modified, dot and level curve.

5. *Body.*—Let the body be almost erect, (slightly inclined forward). The Right Oblique position is preferred by many teachers, and varies from the full right position in having the right side but partially turned toward the desk.

*Arms.*—Place the right arm on the desk, vertical to the base line. Place the left arm on the desk, with the fingers on the left side of the page to keep the book steady.

*Hands.*—Keep the right hand in a line with the fore-arm. Keep the fingers of the left hand on the left side of the book.

*Pen.*—Hold the pen between the thumb and first and second fingers. The holder should rest on the second finger, at the root of the nail, and cross the first finger just forward of the knuckle joint. Place the inner corner of the thumb at the side, nearly under the pen-holder, opposite the first joint of the fore-finger, the thumb and

finger bending outward from the holder. Let the back of the hand be up.

**GRAMMAR.**—4. How do you distinguish adjectives from adverbs? The ready answer to this is, the adjective limits or modifies the meaning of a substantive [noun or equivalent]; while the adverb modifies the meaning of a verb, adjective, or other adverb. A more thoughtful answer will be found by considering the real relation in which these two classes of words stand to the expression of our thoughts. All objects of thought may be distinguished as either substance or attribute, and either class may have limitations or variations. The names we give to denote objects under the first class are called nouns, and the words denoting the attributes are adjectives or verbs, according as they imply or assert the existence of the attribute. (Active is here regarded as an attribute of the object acting.) The office of the adverb is to express some modification of an attribute by connecting with it some idea of degree or condition.

Adjectives and verbs each depend upon the noun, while the adverb is one degree further removed from the simple idea expressed by the noun. The adjective is a modifier; the adverb, a modifier of a modifier.

**HISTORY** —1. The character of a people is largely influenced by the climate and physical configuration of the country in which they live. The deeply indented continents are most favorable to a high state of civilization, and have figured most conspicuously in history.

2. Memory and reason.

3. Ferdinand de Soto, with a company of Spaniards, landed in Florida in 1539. Abandoning his ships, he proceeded westward with his men in search of gold, which they supposed to be abundant somewhere in this new country. After two years of wandering and hardships, he came to the Mississippi River in 1541. De Soto died soon after of a malignant fever. To conceal his death from the natives, his body was buried in the river which he had discovered.

4. Harvard, the oldest college in the United States, was founded at Cambridge, Mass., in 1636. The name was given in honor of Rev. John Harvard, who, at his death, left the college a legacy of about \$4,000.

The College of William and Mary, at Williamsburg, Va., was founded in 1693. In this college were educated Presidents Jefferson, Madison, and Monroe.

Yale College, named in honor of Elihu Yale, was first established at Saybrook, Conn., in 1700. It was removed to New Haven in 1716.

5. The Colony of Delaware had its origin in the desire of Gustavus Adolphus, King of Sweden, to found a colony in the New

World for all persecuted Christians. In 1638, the Swedes made a settlement near the present site of Wilmington.

6. Peyton Randolph, President Thomas Jefferson, Patrick Henry, John Adams, Richard Henry Lee.

7. (a) It was a measure of safety for the protection of American vessels, which suffered in consequence of the wars then in progress among European powers. (b) It injured the commerce of the U. S., and made President Jefferson very unpopular with American merchants.

8. It gives Congress power to levy taxes, and collect revenues for the public; to regulate commerce; to borrow money on the credit of the United States. It also provides an executive with power to enforce the laws.

10. Jackson was a member of the Constitutional Convention which organized the State of Tennessee, and afterwards held several offices in that state. In the war of 1812, he successfully defended New Orleans against the attack of the British army. He was U. S. Senator from Tennessee, and held the office of President of the United States for two terms (1828-1837.)

## MISCELLANY.

DECATUR will erect an \$18,000 school building next year.

The *Warsaw Herald* maintains a vigorous educational column.

UNION CHRISTIAN COLLEGE, at Merom, Ind., is reported in excellent working order under its new president, Elisha Mudge.

The Newton county teachers will hold a two days' session of the county association at Goodland, December 1st and 2d. A good programme has been prepared.

PORTLAND.—The October report of the Portland schools shows an enrollment of 478, being 100 more than for the same month last year. Morgan Caraway is principal.

INDIANAPOLIS now gives employment to about 250 teachers. They do work in 29 different school buildings. The number of pupils in the schools is more than 10,000.

SPENCER.—A report from the District Fair at Carbondale, Illinois, gives Spencer (Ind.) schools the first premium in spelling, grammar, language, history, and arithmetic, and the second in geography. Fourteen premiums were offered; Spencer received six. Twenty-five dollars were offered; Spencer received thirteen. S. E. Harwood, formerly of Carbondale, is superintendent.

**MUNCIE.**—The high school here numbers 146, with only one under 14 years of age. Can any city in the state, of the size, beat that? Mrs. Emma Mont. McRae is principal.

**DEKALB COUNTY.**—The institute in this county was, as usual, very large. The work was done principally by home talent, and the interest was good. J. A. Barnes is the Sup't.

Jasper Goodykoontz, of Shielsville, has again begun the issue of his elaborate and unique monthly reports. By this he succeeds in reaching his patrons with many good suggestions.

**CARROLL COUNTY.**—The teachers of Carroll county will hold a grand reunion and association on December 22d and 23d, at Delphi. A large attendance and a good time are anticipated.

**STEUBEN COUNTY.**—An informal report of the institute recently held, says that as usual it was very large, and very *good*. The evening lectures were *par excellence*. Cyrus Cline is the Sup't.

**ANGOLA.**—The past term the Angola high school numbered 135. This included quite a number who came in from the outside, and who will teach this winter. R. V. Carlin is principal and sup't.

**MARION.**—The report of the Marion schools for 1882-3 shows them well graded and in good working order. The enrollment this year is 750, with 43 in the high school. A. H. Hastings is the principal.

**DUTY ON IMPORTED BOOKS.**—While Congress is cutting down duties, it can do a good thing by removing entirely the duty of 25 per cent. *ad valorem* on all foreign books, periodicals, and other printed matter.

**TERRE HAUTE.**—The high school here is reported as an excellent one. It numbers 278, and at a recent examination every member was present. This indicates good discipline. W. W. Byers is the principal.

In answer to the criticism on the comprehensiveness of the work of the "Clinton Co. Reading Club," it is explained that no teacher takes more than two of the books named. It is always dangerous to criticise at long range.

**THE STATE NORMAL SCHOOL,** at Terre Haute, closed the fullest fall session in its history November 29th. Every department of the school is in good working order, and the quality of work is not surpassed in this country. The winter term will open Dec. 6th.

**GREENCASTLE.**—The public schools here, under Supt. J. F. Study, are reported to be in better condition than for many years past. The high school is large, and prepares students for Asbury University. The Third Ward school house here is one of the finest school buildings in the state.

**A NEW SCHOOL.**—The Vernon Normal School and Business Institute has come to stay. It proposes to supply South-Eastern Indiana and Northern Kentucky with a first-class school. Vernon is an excellent location for a school. W. S. Almond is principal, and Amos Sanders associate principal.

**THE NATIONAL COLLEGE:** Its History, Work, and Ethics, was the subject of President White's address to the graduating class of Purdue University last June. The address has been printed in pamphlet form, and will be of interest to any one desiring information in regard to the purpose and scope of the work done at Purdue. It can be had for the asking.

**EARLHAM COLLEGE** is doing its usual quiet but thorough work. The attendance is two hundred, with seventy-five in the college classes. Improvements have been made upon premises within the last year amounting to \$20,000. The Quakers have reason to be proud of the rank Earlham holds with other colleges of the state. Joseph Moore is its president.

The *American Educator*, edited by L. W. Applegate, of Lockport, Ill., and one of the best educational papers in the country, has been sold to the New England Publishing Company, and will be merged in *The Public School*, published by that company.

The *Kindergarten Messenger*, edited by W. N. Hailmann, of Detroit, Mich., has also been absorbed by *The Public School*. Next.

**SPENCER COUNTY.**—The manual of Spencer county for 1882-3 is one of the fullest and one of the neatest we have yet seen. The printer did a capital job on it. It covers about all the ground on all the subjects usually discussed in manuals, and its syllabusses are unusually full.

It gives a course of study for township high schools, which is a good thing.

**BRAZIL.**—The schools of Brazil seem to be very much overcrowded. Fifty is usually considered the maximum number of children a teacher should have. With more than that neither the instruction nor the health can be properly cared for. The *Clay County Enterprise* makes the following statement:

"The schools now have an enrollment of upwards of 800 pupils, with only ten teachers, making over 80 pupils to the teacher on an average. Owing to the system of grading it is impossible to divide them equally among all the teachers, and the result is some of the teachers have over a hundred in their rooms. A good deal of complaint is being made over the crowded condition, and an imperative demand for additional room and more teachers is being made. Mr. Whiteleather, one of the teachers, has tendered his resignation, al-

leging as a cause that a grade had been imposed upon him in addition to the two he had contracted to teach, by means of which more pupils are placed under his charge than he is able to do justice to."

### CLUBBING RATES WITH THE MAGAZINES.

Every teacher reads, or ought to read, some good literary magazine. To encourage such reading, and to give the patrons of the Journal the advantage of the lowest prices, we make the following club rates :

	Regular Price.	With the Journal.
Harper's Monthly.....	\$4 00	\$4 50
Harper's Bazar.....	4 00	4 60
Harper's Weekly.....	4 00	4 60
Harper's Young People (weekly).....	1 50	2 60
Century Magazine .....	4 00	4 85
St. Nicholas.....	3 00	3 85
North American Review.....	5 00	5 25
Atlantic Monthly.....	4 00	4 60
Wide-Awake .....	2 50	3 35
Babyland (monthly) .....	50	1 65
Our Little Men and Women .....	1 00	2 00
Our Little Ones.....	1 50	2 40
Education (bi-monthly) .....	4 00	4 40
New England Journal of Education (weekly).....	3 00	3 50

A teacher can take two or more of these magazines at club rates. The regular price of the Journal is \$1.50.

### PREMIUMS.

To any one who will send us *five* new subscriptions at \$1.25 each, we will send, post-paid, either of the following works :

Shakespeare, complete; Virgil, translated; The Koran (Mohammedan Bible); Don Quixote; Arabian Knights; Robinson Crusoe; Swiss Family Robinson; Pilgrim's Progress; The Complete Poetical Works of either Milton, Byron, Burns, Dante, or Mrs. Hemans; Scott's Lives of the Great Novelists and Dramatists; Johnson's Lives of the Great Poets; Home Amusements; Dictionary of Daily Blunders; Handy Book of Synonyms; Handy Classical Dictionary; History of the Free Trade Movement in England; Boswell & Johnson—their Companions and Contemporaries; The Huguenots; The Russian Empire; American Humorists.

To any one sending *ten* subscriptions at \$1.25 each, we will send post-paid, any two of the above list, or any one of the following:

Shakespeare, complete; Taine's History of English Literature; Dictionary of the Bible; The Manliness of Christ; Green's Large History of the English People; Life of Napoleon Bonaparte; Dickens' Child's History of England; The Last Days of Pompeii; Tom Brown's School Days at Rugby; Children's Bible Stories; Life of W. Wilberforce; Life of Dr. Chalmers; Oscar Browning's Educational Theories; Hopkins' Comic History of the U. S.; Caulkin's Primary Object Teaching; Carlyle's French Revolution.

An enterprising teacher can easily work up a club in his township and thus secure for himself some good reading matter. The books are all neatly bound in cloth.

### INDIANA STATE TEACHERS' ASSOCIATION.

*The Twenty-Ninth Annual Session of the Indiana State Teachers' Association will be held in Plymouth Church, Indianapolis, December 26th, 27th, and 28th, 1882.*

#### PROGRAMME.

**TUESDAY EVENING, Dec. 26, 7:30.**—1. Opening Exercises and Organization. 2. Remarks by the retiring President, H. B. Jacobs, New Albany. 3. Inaugural Address, by Pres. elect, H. S. Tarbell, Supt. City Schools, Indianapolis. 4. Appointment of Committees. 5. Miscellaneous Business and Adjournment.

**WEDNESDAY, 9 A. M.**—1. Opening Exercises. 2. Paper—"Relative Values of Discipline and Instruction in the Public Schools," W. F. Yocum, Pres. Fort Wayne College, Fort Wayne, Ind. Discussion opened by Edward Taylor, Supt. Schools Vincennes, Ind. Recess.

**10:45 A. M.**—3. Paper—"Practical Methods of Teaching Children to Think," Miss Lida D. Hadley, Richmond, Ind. Discussion of paper opened by D. W. Thomas, Supt. of Schools, Wabash, Ind. 4. Miscellaneous Business. 5. Adjournment.

**Afternoon Session, 2:00.**—1. Paper—"Psychology and the Preceptor," Howard Sandison, State Normal School, Terre Haute, Ind. Discussion opened by J. M. Study, Supt. Schools Greencastle, Ind. Recess.

**3:15 P. M.**—2. Paper—"Drawing in the Public Schools—A System of Work Illustrated," by Jesse H. Brown, Supt. Drawing, Indianapolis, Ind. Discussion opened by L. S. Thompson, Prof. Industrial Art, Purdue University Lafayette, Ind. 3. Miscellaneous Business. 4. Adjournment.

**Evening Session, 7:30.**—1. Appointment of Committees, 2. Annual Address—"Education and the Commonwealth," Dr. Lemuel Moss, Pres. State University, Bloomington, Ind.

THURSDAY, 9 A. M.—1. Opening Exercises. 2. Paper—"Cultivation of the Power of Expression," Mrs. L. D. Cunningham, Madison, Ind. Discussion opened by S. E. Miller, Supt. Schools, Michigan City, Ind. Recess.

10:45 A. M.—3. Paper—"The Teaching of Thrift in the Public Schools," C. F. Coffin, Supt. Schools, New Albany, Ind. Discussion opened by Hon. John M. Bloss, State Supt. Public Instruction, Indianapolis.

*Afternoon Session, 2:00.*—1. Paper—"Recent Criticisms upon the Public Schools," W. A. Bell, Editor School Journal, Indianapolis. Discussion opened by Eli H. Butler, Supt. Schools, Winchester, Ind. Recess.

3:15 P. M.—2. Report of Election Committee. 3. Miscellaneous Reports. 4. Adjournment.

NOTES.—Papers will not exceed 30 minutes in length.

Leaders in discussion will be allowed 10 minutes each.

It is the purpose of the Executive Committee to begin the work of each session as indicated in the programme; and members are urged to be punctually present at the time named.

The room secured for the meetings is commodious and easily accessible, being situated just north of the Governor's Circle.

It is expected there will be a more than usually large attendance.

Headquarters of the Association will be made at the Bates House, which guarantees reduced rates (\$2.00 per day) to all members of the Association.

Other hotels in the immediate vicinity of the place of meeting make like reductions.

RAILROADS.—Arrangements are not yet completed with the railroads for reduced rates. Supt. J. T. Merrill, of LaFayette, whom the Association elected railroad secretary, is hard at work and will doubtless be ready to furnish the committee full information on this subject in time for the circular programme to be printed. These programmes will be sent to all the counties. Any one not receiving a programme by December 15th, and wishing information in regard to railroad rates, will please address Mr. Merrill at LaFayette.

It is fair to assume that the usual reductions will be made.

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## PERSONAL.

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John W. Hanan is principal of the Mongo schools.

N. F. Daum has charge of the schools at Marshfield.

C. W. McClure, formerly of Waynetown, is now principal of the high school at Crawfordsville.

L. W. A. Luckey has taken charge of the Geneva schools.

J. H. Freeman, formerly of this state, is now in charge of the schools at Poncho Springs, Col.

Miss Martha Ridpath, a graduate of Asbury University, is principal of the Greencastle high school.

J. J. Mills, Ass't Sup't of the Indianapolis schools, is just recovering from a severe attack of illness.

John Ogden is principal of the Normal, Music, and Business College at Fayette, Ohio. The report is, "doing well."

S. R. Winchell, of Chicago, has accepted a position with D. Appleton & Co., and will change his residence to New York.

A. C. Goodwin, formerly of this state, is reported as giving excellent satisfaction as superintendent of the Owensboro, Ky., schools.

Eli F. Brown, of the State Normal School, has written a work on *The Effects of Alcohol on the Human System*, which will soon be published.

J. H. Smart recently conducted a teachers' institute in West Virginia. He has done a great deal of such work in the South within the past year.

E. A. Haight, late superintendent of the Vincennes schools, has opened a Classical and English School for boarding and day pupils at Glendale, Mo.

Dr. A. Bronson Alcott was born November 20, 1799. His daughter, Louisa, was born on the same day in the month in 1832, and his friend Wendell Phillips on the same day in 1811.

Frank H. Tufts, for several years superintendent of the Aurora schools, is now teaching in Antioch College, his *alma mater*. He is a good scholar, a good teacher, and a good fellow.

J. M. Bloss ran ahead of his ticket in seventy-two counties of the state, and Mr. Holcombe's majority over him was 2,254 less than was the majority of the Democratic Secretary of State.

T. J. Charlton, Sup't of the Boys' Reform School, has a capital lecture on "Sherman's March to the Sea." He is contributing a series of articles to the *Indianapolis Journal* on the same subject, which are well worth reading.

Hiram Hadley has sold his interest in the Hadley-Roberts Academy (Indianapolis), to his associates; so the school is now conducted by J. B. Roberts & A. C. Shortridge, proprietors. The attendance is good and the school is flourishing. Mr. Hadley will retire from the school at the Holidays.

Henry Raab is the State Supt. elect of Illinois. The Republican Treasurer of State was elected by 4,000, and Mr. Raab, Democrat, was elected by 2,000. Cause why—Raab was a practical school man, and Stratton, Republican, was a politician.

Clarkson Davis, principal of the Spiceland Academy, has been in poor health for some months past, and in his absence Thos. Newlin has charge. Mr. Davis's numerous friends will regret to know of his illness and heartily join in wishing him a speedy recovery.

Miss Brace, teacher of Elocution in the State University, recently gave a "parlor reading" in Indianapolis, which was attended by about 50 invited guests. She made an excellent impression; some of her pieces being rendered in exquisite taste. Miss Brace is doing highly satisfactory work at the University.

D. D. Blakeman has resigned the superintendency of the Bedford schools. He left the schools in excellent shape, and retires with the good will of teachers, pupils, and patrons.

Miss Julia R. Hughes, principal of the high school, will act as superintendent till the end of the year, and perhaps permanently.

H. D. Harrower, whom we reported as being at New York engaged in literary work for D. Appleton & Co., is doing this work for Ivison, Blakeman, Taylor & Co., the House for whom he has worked for many years. When last heard from Bro. Harrower and his new wife were at "Old Point Comfort." That would be a good place for them to stay.

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## POPULAR SCIENCE.

This department is conducted by Prof. A. W. Brayton, of the Indianapolis High School.

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### SCIENTIFIC ARTICLES IN THE NOVEMBER MAGAZINES.

Emil Du Bois Raymond, in an article called the "Science of the Present Period," delivered March 23, 1882, on the Emperor's Birthday, in the Berlin Academy of Sciences, in speaking of what America has done for science, says: "Thirty years ago the electrical apparatus of the world could be illustrated in a single room; to-day it fills a World's Exposition Building. Deep in thought, I walked through the magic palace of the Elysian Fields, illuminated by the electric light, and ventilated by the electrical machinery. We sometimes speak slightingly of Americanism, intimating that it bears utilitarianism on its shield. But who does not feel a patriotic pressure for old Europe at the wonders of the telephone and the phonograph? or at the report, with Alva Clark's objective, of the discovery of the astronomers of Laputa?"

Hardly a year passes but that the newspapers report some new

magnificent institution for the purposes of pure science, which American public spirit has called into life through private means, in a manner that is known in Europe only in England. The names of American historians, thinkers, and philologists are known along with the best, and are particularly dear to this Academy. We must accustom ourselves to the thought that as the economical center of gravity of the civilized world lies already, like the center of gravity of a double star, between the old and the new continents, in the Atlantic ocean, so will the scientific center of gravity in time move strongly toward the West."

He says that the science of Europe is more in danger from militarism than American science from utilitarianism.

The entire article is stimulating and interesting, as Du Bois Raymond's always are.

#### FACTS ABOUT MOLECULES.

The mass is the unit of the machinist; the atom of the chemist; the cell of the biologist; the individual of the socialist. The unit of the physicist is the molecule. To the physicist molecules are the points of application of those forces, as heat, light, electricity, and magnetism, which determine or modify the physical condition of bodies, as warm or cold, gas, liquid or solid, magnetic or not, white, black, etc. Molecules are the smallest particles into which a substance may be separated and still retain its physical properties.

At the same temperature and pressure all gases contain the same number of molecules in the same volume. Whether the gas is heavy or light; hydrogen, oxygen, carbonic acid, or any gas whatsoever, a cubic inch of it, at 32° F, and the barometer marking 30 inches, contains as many molecules as ten raised to the twenty-third power, or about one hundred thousand million million million. (Law of Ampere, 1814; or, better, of Avagadro, 1811.) Molecules are as much real magnitudes as the planets, or, as Wyville Thompson says, pieces of matter of measurable dimensions.

Of the so-called cases of spontaneous combustion none are proven. Jugglers may spit fire. The highest temperature of the body will not inflame alcohol; alcoholics are often found burned, but it is because while drunken they have come in contact with fire. It is extremely difficult to burn a dead body, as it is over three-fourths water. It is significant that no case of spontaneous combustion is recorded or claimed for the lower animals.

Many fires are occasioned by so-called spontaneous combustion. This is only ordinary combustion. The most common cause is the absorption of oxygen by the aid of greasy rags about engine houses, rag heaps, etc. The temperature is elevated by the oxidation of the oils until light and flame appear, and the process then is continuous.

Pulverized charcoal, rags saturated with turpentine, greasy aprons thrown over paint brushes, a drop of linseed oil falling on a paper of lampblack, rolls of damp oil cloth, piles of freshly painted knapsacks, newly pressed hay, oat and corn meal in barrels, and decayed hemlock logs have all caused dangerous fires by "spontaneous combustion." A workman in a Jersey City abattoir threw off his greasy blouse in a heap on the floor, where it soon burst into flame, and it is even recorded that a pair of woolen stockings, greasy from shoe oil, when made into a roll have taken fire.

A wider knowledge of chemistry and physics among workmen would prevent many conflagrations that now are referred to spontaneous combustion.

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### BOOK TABLE.

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Sheldon & Co.'s Modern Fifth Reader is just out.

*Harpers' Young People* is a weekly magazine for boys and girls, and like everything that comes from this old reliable house, is first-class of its kind. It is well edited, well illustrated, and well liked by all who read it. Price \$1.50 a year.

*Home and School Visitor*, published at Greenfield, by D. H. Goble, and edited by Lee O. Harris, is certainly an excellent paper for boys and girls. For the money (only 40 cents a year) we know of nothing so good. It is proving a success in all regards.

*The Christian Union*, Edited by Lyman Abbott and published by the New York & Brooklyn Pub. Co., at 20 Lafayette Place, N. Y., is the best religious, non-sectarian newspaper published in the United States. It is always fresh, helpful, and instructive.

*Our Little Ones*, published by the Russell Publishing Co., Boston, is without question *the* magazine for "the youngest readers." It is always a delight to children. The pictures are just what they appreciate, and the reading is within their comprehension. Price \$1.50.

The old reliable *Atlantic Monthly*, published by Houghton, Mifflin & Co., Boston, still comes to hand filled with the choicest things of current literature. It is not illustrated, but the space is filled with reading matter quite as profitable to the reader. The prospectus for 1883 includes contributions from the most noted writers of this age.

*Brown's Grammar of Grammars* is what its name implies. It bears the same relation to other works on the subject of grammar that Webster's Unabridged Dictionary bears to other lexicons. It is the great source of authority. Its citations of authorities are full, its examples are plentiful, and its discussions are comprehensive.

Published by Wm. Wood & Co., New York.

*The National Normal*, of Lebanon, O., has been resuscitated. It was started in 1868; in 1874 it was sold out to E. E. White, who was then editor of the *Ohio Educational Monthly*, and it was merged in that paper. It is now proposed to resume under the old name. It of course represents Mr. Holbrook's school, and former students will be interested in it. It is full of "The Normal Idea." 24 pages. Price \$1.00.

*Clark & Maynard*, of New York, have issued a series of "English Classics," to the extent of thirty, including: Goldsmith's *Deserted Village*, Tennyson's *Enoch Arden*, Scott's *Lady of the Lake*, Cowper's *Task*, Milton's *Cosmos*, Selections from Shakespeare, etc. Each contains from 32 to 48 pages, is neatly printed and bound in heavy paper. The explanatory notes and questions well adapt these little books to use in schools. Sample copies sent for 10 cts.

*Littell's Living Age* is, as most know, an eclectic magazine. It publishes little original matter, but is made up from selections from the leading European publications. It takes the cream from all of them. The selections cover all subjects of current literature and embody the best thoughts of the best thinkers of the age. It is weekly, and is a library in itself. In the course of a year it gives more than 3,000 pages of reading matter.

Published by Littell & Co., Boston.

*A Manual of Elocution and Reading*, embracing the Principles and Practice of Elocution. By Edward Brooks, Ph. D., Principal of the State Normal School, Millersville, Pa. Philadelphia: Eldredge & Bro. Price, \$1.50. To teachers, for examination, \$1.00.

This is one of the very best books of its class we have seen. It combines the good elements of all that have preceded. Its selections are largely new, all of a high order, and cover the field comprehensively.

*Shakespeare*. In 23 Vols., annotated, with notes, by William J. Rolfe. New York: Harper & Brothers. W. J. Button, Chicago, Western Agent.

This edition of Shakespeare is intended primarily for schools, but is equally well adapted to private study. The annotation omits the most objectionable parts without affecting the sense or the completeness of the narrative. Preceding each play are given the "History of the Play," the "Sources of the Plot," the "Critical Comments on the Play," by the editor and other critics. Following each play are found extensive "Critical Notes." These notes are very helpful to a complete understanding of many words, phrases, and allusions used by Shakespeare. No other edition furnishes so many "aids to study." The small volumes make it most convenient. We know of no other edition so good for school use.

*Fifty Law Lessons*, embracing all the practical Points of Business Law. By Arthur B. Clark. New York and Chicago: D. Appleton & Co.

This little volume, comprised in 200 pages, is just what every teacher and every business man needs. It does not go into the technical points, but states clearly and simply those general principles of law that apply to the ordinary business transactions of life. It is not a book for a lawyer, but its study will often obviate the need of a lawyer.

*Our Native Land: or, Glances at American Scenery and Places, with Sketches and Adventure.* New York: D. Appleton & Co. Sold only on subscription. J. H. Smart, Indianapolis, agent for Indiana.

This volume, of over 600 pages, is filled with illustrations (336) of the beautiful, the magnificent, the noted places and things in America, and the text vividly describes them. The book is a work of art, and worthy the House that publishes it. No more attractive book could ornament a center-table.

*Elements of Book-Keeping.* By Joseph H. Palmer. New York: Sheldon & Co. Cyrus Smith, Indianapolis, Agent for Indiana.

This book is what its title indicates—elementary. The whole is comprised in 180 pages; about the same size of the pages of this journal. It includes both single and double entry, and fits for all ordinary business. The persons who master this little book will have no difficulty in keeping the books of any simple business, and a practical foundation is laid for the fullest commercial study. It seems to be just the book for public school use.

*A Book of Fables.* Chosen and paraphrased by Horace E. Scudder. Boston: Houghton, Mifflin & Co.

This little book of Fables is designed for children. The fables are chosen chiefly from Æsop. Fables are the child's first literature. They appeal to his imagination, which is always quick, and they illustrate words. Mr. Scudder has made an excellent selection of fables, almost every one of which belongs to the literature of the country, and they are given in language that can be comprehended by children. A prettier little book in simple binding we never saw.

*Ring Out Wild Bells.* By Alfred Tennyson, with illustrations. Boston: Lee & Shepard.

It has become customary within a few years to take some exquisite poem, such as the above named, and extensively illustrate it, print it upon extra heavy and extra fine paper, and thus make a book of it. No publishing house has excelled Lee & Shepard in fine work of this kind. We have seen nothing in more exquisite taste than the

above named poem, especially designed for this Holiday season. It is in two forms, both very attractive. One in flexible cover with silk fringe is highly artistic.

*Our Boys in India.* By Harry W. French. Boston: Lee & Shepard.

Mr. French is a noted lecturer on Hindostan, and knows his subject thoroughly. This volume, of nearly 500 pages, represents the wanderings and adventures in India of two young Americans. The descriptions of the country, the curiosities, the natives and their peculiarities and customs are very instructive to both young and old, and are at the same time entertaining. The volume is profusely illustrated and is printed and bound in the publishers' best style. It is a splendid Holiday book.

*The Wonderful City of Tokio.* By Edward Greey. Boston: Lee & Shepard.

The author was a member of the famous expedition which in 1854 caused "The Land of the Rising Sun" to be opened to Eastern civilization. To make his descriptions more attractive to the young he represents the Jewett Family from America, traveling in company with a native who had visited America and could speak English. The descriptions are graphic and the conversations about people, places, institutions, customs, and curiosities are both entertaining and instructive. The book contains over 300 pages and 169 illustrations. It is a beautiful book.

*How to Write; or, Secondary Lessons in the English Language.* By W. B. Powell. New York: Cowperthwait & Co. F. S. Belden, 153 Wabash Avenue, Chicago, Western Agent. pp. 139.

This follows "How to Talk," heretofore noticed. These books are arranged on the principle that as fast as a child gains thoughts he should be taught how to express them correctly, both in oral speech and in writing. "How to Write" is eminently a practical subject, and is too much neglected in most schools. This is a beautiful little book, containing over 150 engravings, as subjects of conversation and composition. The ground is thoroughly covered by easy steps, and the book is eminently practical. Every teacher should see it.

*The Age of Fable, or Beauties of Mythology.* By Thos. Bulfinch. A new enlarged and illustrated edition, edited by Edward Everett Hale. Boston: S. W. Tilton & Co. and Lee & Shepard.

Without a knowledge of mythology much of the elegant literature of our own language can not be understood or appreciated. Our best literature abounds in references to mythological characters.

Milton's "Comus" contains more than thirty such allusions, and Macaulay's Essay on Milton more than twenty.

This volume, in less than 500 pages, covers the entire ground, and no mythological character of ordinary reference is omitted. The stories are full and complete, and told in an attractive style. This is without question the best book on the subject.

*English Literature and Literary Criticism.* By James Baldwin. Philadelphia: John E. Porter & Co.

This volume, of 600 pages, is arranged on a new plan. It does not pretend to be a history of English Literature, and so does not follow a chronological order. It has taken what seems the most natural method, viz.: placing together works of a similar kind, so that they may be studied together, compared, contrasted, etc. This method commends itself to our judgment. The author not only makes his own criticisms, but quotes the criticisms of others. The excellent index and numerous references add much to the value of the book. This volume is devoted to poetry: one will follow devoted to prose. Prof. Baldwin is Supt. of the Huntington, Ind., schools, and has done credit to his state.

*Our Young People*, is the name of a paper for "young people of all ages," just started. It is published at Springfield, O., and Louisville, Ky., by Mast, Crowell & Kirkpatrick, 16 3-column pages. Bimonthly. Price \$1 a year.

The first two issues are before us, and after looking them through with some care we conclude that for the most part the articles are entertaining, instructive, and wholesome. If the "thrilling stories" in which "she's rather 'struck' with the fellow," etc., could be eliminated we could commend it without reserve. The type is too small for beauty or bad eyes, but this admits of more matter. The paper is good and the engravings are good; and altogether "Our Young People" does credit to western enterprise and deserves success.

*The Longfellow Calendar for 1883.* This Calendar has many features which commend it to special popular favor. It has a portrait, which is pronounced excellent by those who knew Mr. Longfellow most intimately. On one side of the medallion containing it is a view of Mr. Longfellow's Cambridge Home, and on the other the Belfry of Bruges. Below, on the right, is a picture of Evangeline standing on her father's vine-clad porch; on the left a picture of Priscilla in the snow carrying food to the poor.

The selections from Mr. Longfellow's writings for each day of the year are carefully chosen, and form a series of passages of great beauty and excellence. The multitude of Mr. Longfellow's readers will value this Calendar as a daily reminder of one whom they prize so highly. Price \$1. Published by Houghton, Mifflin & Co., Boston.

*Language Exercises for Primary Schools.* By John Mickleborough & C. C. Long. Part I., 45 pp. Part II., 84 pp. Cincinnati; Van Antwerp, Bragg & Co.

Part I. of the above is intended for use in the lowest grades in which writing is done, and is arranged to give practice, not theory. Part II. follows the same plan in the higher grades. They are intended to precede the study of technical grammar. The exercises are based upon these two principles: 1. "The child learns by example and practice; not by rules or theory." 2. "The habits of utterance which a child begins to form at the very outset will cling to him through life."

Prof. Mickleborough is the principal of the Cincinnati Training Schools, and has given the public a practical language book for children. Both Parts are bound together and provided with full notes and suggestions for the use of teachers, and will certainly be helpful.

*Preparatory Book of German Prose.* By Herman B. Boisen, A. M. Boston: Ginn, Heath & Co.

This little book belongs to the "Martha's Vineyard Series of Text-Books," and is comprised in 219 pp., with 86 pp. additional of notes and explanations. Prof. Boisen, the author, was formerly Professor of Modern Languages in the State University, and was one of the best instructors ever connected with the institution. This book has grown out of his experience as a teacher of German. It is composed of simple stories and selections, graded from the very easy to the more difficult, and is intended to precede and prepare the way for the classics of the language. In many instances troublesome "particles" and difficult constructions are either omitted or simplified. The plan is to present but few difficulties at a time, and thus make progress rapid and *enjoyable*. Prof. Boisen's extensive acquaintance with German literature, and his successful experience as a teacher, have enabled him to make a book for which all students of German will thank him.

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## BUSINESS NOTICES.

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Read the advertisements this month.

If you wish to raise a club for the Journal, write for terms to agents.

Peter Gramling keeps one of the largest Clothing Houses in Indianapolis, and teachers who go there to trade can rely upon getting just what they contract for, and at a fair price.

L. W. Noyes, 99 West Monroe Street, Chicago, makes a specialty of Dictionary Holders. What would be more acceptable as a Christmas present, than a nice "holder"? See advertisement on another page.

Bowen, Stewart & Co., of Indianapolis, who have the largest Book Store in the State, cordially invite teachers visiting the city to call and see them. It will cost nothing to look through their immense stock of books.

Any one who is crowded for room should write to A. H. Andrews & Co., whose advertisement is on the 4th cover page of this Journal, for a circular describing "Andrews' Folding Parlor Beds." A "Book-Case Bed" is a new thing under the sun.

**GRADED MONTHLY SUPPLEMENTARY READING.**—Fresh every Month.—Adapted to any Readers.—A New Departure in Teaching Reading. By ingenious devices it trains children to be wide awake when they read. Stimulating and helpful to teachers as well as to pupils. The leaves are very cheap and give the highest satisfaction. For 10 cents we will send ten copies (single issue) of either paper for trial in a 1st, 2d, 3d, or 4th Reader class, as may be designated, or samples of each grade. Save your postal cards. Enclose 10 cents and look for the papers by return mail.

12-5

E. O. VAILE,  
Oak Park, Chicago, Ill.

**CONSUMPTION CURED.**—An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of Consumption, Bronchitis, Catarrh, Asthma, and all Throat and Lung Affections; also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send, free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this journal, W. A. NOYES, 149 *Power's Block*, Rochester, N. Y.

12-6

**SPECIAL NOTICE TO TEACHERS.**—The People's Cyclopedia being in special demand among Teachers, we wish to state that teachers may order of us the Cyclopedia direct, and make three monthly payments.

11-1f

J. M. OLCOTT,  
36 East Market St., Indianapolis.

**THE AMERICAN JUVENILE SPEAKER AND SONGSTER** has met with much favor wherever tried, and only needs to be tested to prove its usefulness in the school-room. Hear what others say: "Your Book, received, and is a splendid collection of music and selections."—*W. A. Ogden*. "My sister is using the Book I purchased of you, and likes it VERY MUCH INDEED."—*An Iowa Teacher*. A number of others might be given, but these will suffice. Order a dozen copies and supply your school. Sample, 40 cents. \$3.60 per dozen.

[10]

C. A. FYKE, Hicksville, O.

**THE SCHOOL NEWS.** What shall students read in school? They are interested in the events happening to-day. Why not let them read about them? **THE SCHOOL NEWS** is the only newspaper in the United States specially prepared for such reading in schools. It is a monthly newspaper, containing in a condensed form the SECULAR, POLITICAL, SCIENTIFIC and INDUSTRIAL NEWS of the day. It introduces the pupil to a new vocabulary, a new world of thought. It creates inquiry and enthusiasm.

Single copies 35 cents. In clubs of 10 or more, 25 cents a year. Samples free. Ten (10) sent to any teacher wishing to get up a club.

11-3t

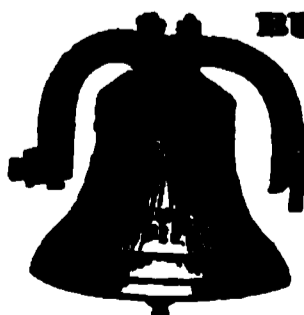
Address HENRY D. STEVENS, Editor, Indianapolis, Ind.

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10-1y

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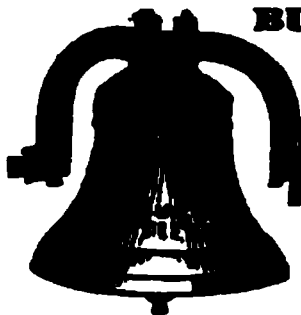
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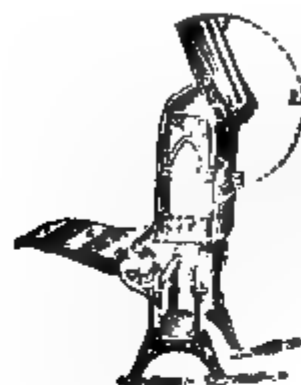
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